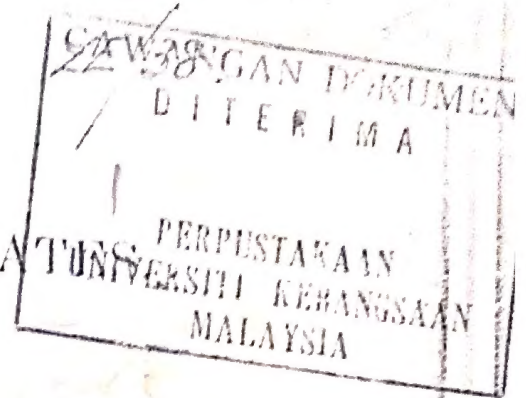


959
9/5/32
FEDERATED MALAY STATES



ANNUAL REPORT
OF THE
EDUCATION DEPARTMENT
FOR THE YEAR

1934

BY
F. J. MORTEN,
Adviser on Education, Malay States.

30 SEP 1935

KUALA LUMPUR:
PRINTED AT THE FEDERATED MALAY STATES GOVERNMENT PRESS

1935.

CONTENTS.

CHAPTER.		PAGES.
	PART I.	
	PREFACE	1-16
	PART II.	
I ...	OUTSTANDING EVENTS OF THE YEAR ...	16-17
II ...	ADMINISTRATION AND CONTROL ...	17-18
III ...	FINANCE	18-20
IV ...	PRIMARY EDUCATION—BOYS ...	20-29
V ...	SECONDARY EDUCATION—BOYS ...	30-39
VI ...	UNIVERSITY AND COLLEGIATE EDUCATION	39-41
VII ...	TRAINING OF TEACHERS	41-45
VIII ...	FEMALE EDUCATION	45-52
IX ...	PHYSICAL AND MORAL WELFARE ...	52-55
X ...	MISCELLANEOUS	56-58

GENERAL TABLES.

I ...	ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF 1934	59
II ...	ABSTRACT STATEMENT OF GROSS EXPENDI- TURE ON EDUCATION FOR THE YEAR 1934	60
III ...	COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1934	61
IV ...	RESULTS OF PUBLIC EXAMINATIONS DURING THE YEAR 1934	62
V ...	NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR THE YEAR 1934	63
VI ...	GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS	64-65

APPENDICES.

I ...	TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER GOVERNMENT SUPERVISION ...	66
II ...	NATIONALITY OF PUPILS IN ENGLISH SCHOOLS	67
III ...	NATIONALITY OF TEACHERS IN ENGLISH SCHOOLS	67

	APPENDICES (cont.)	PAGES.
IV	... QUALIFICATIONS OF TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS ...	68
V	... ACCOMMODATION IN GOVERNMENT ENGLISH SCHOOLS	69
VI	... ACCOMMODATION IN AIDED ENGLISH SCHOOLS	70
VII	... DETAILS OF STAFF AND GRANTS IN AIDED ENGLISH SCHOOLS	71
VIII	... CLASSIFICATION OF PUPILS ON THE AVERAGE ENROLMENT IN DIFFERENT DEPARTMENTS	72
IX	... RESULT OF UNIVERSITY EXAMINATIONS ...	73
X	... STATEMENT SHOWING EXPENDITURE FROM PUBLIC FUNDS PER PUPIL IN ENGLISH SCHOOLS	74-77
XI	... STAFF OF GOVERNMENT MALAY SCHOOLS.	78
XII	... TABLE OF MALAY SCHOOLS AND PUPILS ...	79
XIII	... TABLE OF ALL TAMIL SCHOOLS, PUPILS AND TEACHERS	80
XIV	... STATEMENT SHOWING GRANTS PAID TO TAMIL SCHOOLS	81
XV	... TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS	82
XVI	... STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO CHINESE AIDED SCHOOLS	83
XVII	... TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION, 1934	84-85
XVIII	... FEES, RULES GOVERNING EXEMPTIONS, AND SCHOLARSHIPS	86-90

FEDERATED MALAY STATES.

ANNUAL REPORT ON EDUCATION IN THE FEDERATED MALAY STATES FOR THE YEAR 1934.

PART I.

PREFACE.

HISTORY.

The Federated Malay States is a Federation of the States of Perak, Selangor, Negri Sembilan and Pahang. The relations of Great Britain with them date from the year 1818, when an agreement was made between the Governor of Penang and the Sultan of Perak by which the British were allowed free trade with the latter's State. In 1825 the boundary of Perak and Selangor was settled by a British arbitrator, and in 1826 the Burney Treaty with Siam provided for the independence of these two States. The policy of the British Government was, however, one of the strictest non-intervention until 1873 when disturbances arising from the rivalry of two powerful clans of Chinese miners in the Larut district of Perak assumed such proportions that intervention could no longer be avoided. The Chinese stockades were destroyed and the State of Perak was taken under British protection. The Treaty of Pangkor, signed in 1874, provided for the maintenance of a British Resident and an Assistant Resident whose advice was to be followed in all matters other than those of religion or custom.

In Selangor, at this time, civil war was raging between rival factions of the royal house and pirates were active on the coast. The capture of a Malacca trading ship and the murder of her crew and passengers formed the subject of an enquiry by the Governor of the Straits Settlements and the result was the acceptance of British protection by the Sultan of Selangor in 1874.

Refugees from Selangor moved into the neighbouring State of Sungei Ujong whose chief, warned by the Straits Settlements Government, expelled them and thereby incurred unpopularity with the Rulers of the other small adjacent States. He sought British assistance and accepted a British Resident. One by one the other small States also accepted British administration and in 1898 a confederation called Negri Sembilan (the Nine States) was formed under the titular headship of the Yang-di-pertuan of Sri Menanti with a single British Resident.

In 1887 a treaty was concluded with the State of Pahang, which lies on the east of the Peninsula, providing for British assistance in the event of external attack and for the appointment of a British Agent; in 1888 a British Resident was accepted.

In 1895, Perak, Selangor, Negri Sembilan and Pahang were united by a Treaty of Federation, and there is now a Federal Government with its head-quarters in Kuala Lumpur in the State of Selangor.

GROWTH OF THE EDUCATION DEPARTMENT.

Perak, the premier State of the Federation, had had a schoolmaster as Inspector of Schools as early as 1890. In 1897 the post of Federal Inspector of Schools was created, its holder to be an inspecting officer who should interfere as little as possible with local administration.

In 1906 this Federal Inspectorship was abolished and control of education in the Straits Settlements and the Federated Malay States was vested in one officer, a civil servant, styled Director of Education. The Inspectors in the four States of the Federation remain officers in charge of State Education Departments to this day, but the new post at once secured a due measure of uniformity in administration and in educational aims. The first move by the Director was to get schoolmasters as Inspectors of Schools for Selangor and Negri Sembilan. The work in those States had hitherto been done by Cadets of the Civil Service, who were not officers of the Education Department and were being frequently transferred. The change of system created a permanent expert inspectorate, though it was not till Pahang got an Inspector in 1913 that every State in the Federation had its own local Inspector.

As the schools, English and Malay, grew in number and efficiency, the heavier and more specialized became the work of the administrative staff. The public became more and more keenly interested in the aims of the department. The Malay Rulers turned to education to equip their subjects to hold their own against the educated Indian and the intellectual and energetic Chinese. Accordingly in 1916 a new post of Assistant Director in charge of Malay vernacular education in the Straits Settlements and Federated Malay States was created and, as the comparatively small Education Department could not provide a suitable officer, it was given at first to a member of the Civil Service chosen for his knowledge of the Malay language and the Malay mind. This appointment led to a thorough organization of administrative machinery for the betterment of Malay education. Later a Lady Supervisor of Malay Girls' Schools was appointed. In the Estimates for 1919 the insertion of another most important new post, that of a Chief Inspector of English Schools, marked on the English side also the beginning of a new phase, when the present Inspectors must tend to become more and more purely administrative officials and the work of inspection pass into less occupied hands. The employment of Art Masters and Superintendents of Physical Education, officers who are engaged in training local teachers and inspecting the work of all schools in their own subjects, marks a further step on the road towards specialization. In 1924 there was appointed an Assistant Director of Education for

Chinese schools (with a trained staff) in charge of the registration and inspection of all Chinese vernacular schools. Since 1st January, 1931, there have been two Assistants, one of whom is in charge of Chinese schools in the Federated Malay States and the other of the Chinese schools in the Straits Settlements. In 1930 a British Inspector of Tamil Schools with a knowledge of Tamil was appointed, but in 1932, on the death of the holder, the post was temporarily, if not permanently, abolished as a measure of retrenchment.

The sphere of the Education Department is the Straits Settlements and the Federated Malay States. Of the Unfederated States, Johore and Kedah at one time had their own Superintendents of Education. In recent years, however, their European Masters have been borrowed from the cadre of the Education Department, which at all times is ready, when asked, to assist any of these States with the loan of officers, with advice, or in any way desired. The Unfederated State of Kelantan borrowed an officer in 1931 to act as its Superintendent of Education but was compelled by the financial situation to return him in 1932.

GOVERNMENT AND AIDED SCHOOLS.

In the Straits Settlements before 1870, the Government controlled neither English nor vernacular education and was content merely to subsidize a few schools. After the appointment of an Inspector of Schools in 1872, schools of two classes were defined: the first, schools managed and financed by Government, which took the fees; the second, schools controlled by private bodies, which received from Government grants-in-aid awarded till 1899 on individual passes. In that year a new Code was drawn up basing grants on the number of children in average attendance, the number presented for inspection and the general standard of efficiency attained. In addition to a principal grant for every child presented, minor grants for discipline and organization were allowed for every pupil in average attendance, and there were grants for needlework in girls' schools and for each pass in an extra subject for pupils who had passed Standard VII. The Commission appointed in 1902 praised the 1899 Code but suggested a few changes, one to secure efficiency in pupil-teachers and limit their number, and the most important to emphasize differentiation between grants for schools of various grades, an increase in the rate being recommended for the best schools and a substantial reduction in the rate for inferior schools. In 1906 a revision of the Code authorized a principal grant for every pupil not over 10 years of age presented for examination in an infant class, a step designed to weed out over-age pupils and provide money for efficient teachers capable of giving a good ground-work in English. In 1908 another Code was drawn up. Surprise visits took the place of a formal annual inspection and only Standards IV and VII were individually examined by the inspecting officer. Grants were based entirely on average

attendance and varied according to the grade in which the child or part of a school was placed. The most important feature of that one educational system was prescribed for the Straits Settlements and the Federated Malay States. In 1911 the Code was further revised, and a severer test in English was demanded. The principle underlying all these Codes was identical. No attempt was made to reconcile the credit and debit sides of the accounts of aided schools. The Government gave grants to encourage certain standards of educational efficiency and laid down rules to see that it was getting value for its money. Grants were annual and paid on the report on a school for the previous year.

The Commission of 1902 found that at that time the expenditure of most schools under private management was entirely or nearly covered by the Government grant and school fees. But even then this was true only of schools conducted by missionary bodies, whose members gave their services as teachers for nothing or for less than the market rate. By that year, however, "the Straits Settlements had acquired a bad name in English scholastic circles" and European masters were hard to recruit. Local teachers were worse paid than Government clerks. Lack of funds led to quite inferior staffs in the aided schools.

To meet the higher cost of maintenance owing to the war, the Government increased the grants-in-aid given under the Code by 25 per cent. But an Educational Conference held in 1918 resolved "that the Government be requested to give such financial help to the aided schools as will enable them to pay to their teachers as high salaries as are paid to teachers in Government schools and to make provision for adequate retiring allowances". Moreover all the missionary bodies represented individually their financial distress to Government and in 1919 a Committee was appointed to consider the problem.

The 1919 Committee condemned the old system as limiting the amount of a grant and so of a school's expenditure by the number of pupils earning a grant; as restricting a low grade school to a low grant and so depriving it of the financial means for improvement in staff and equipment; as giving Government only indirect control over the expenditure of its grants; and as a system which to be equitable would require continual, possibly annual, revision. It recommended instead that the aided schools should annually submit estimates for the following year and Government contribute monthly the difference between their revenue and approved expenditure, all accounts being audited by the Education Department. It suggested also that Government should consider a provident fund for teachers in such aided schools as applied for its institution. The Straits Settlements and the Federated Malay States both accepted these proposals, which, except in the matter of pensions, put the aided school lay teacher exactly on the footing of his Government colleague.

Government undertook to pay Government rates for the lay staff, to defray the passage money and half pay of European teachers proceeding on leave, rates and taxes on school premises, and the cost of minor repairs, furniture and equipment. The aided schools were no longer treated as a cheaper means of providing education than Government establishments, but recognized as part of the scholastic system of Malaya to be preserved for the healthy rivalry and competition they afford. The only item in their expenditure (besides pensions) which remained less than that in Government schools was the salaries of missionary teachers.

The increase in cost involved by the new system was enormous. In 1921 the amount paid in grants to English aided schools was \$431,632 (£50,357). In 1917 it had been \$115,338 (£13,456).

It is hardly surprising that the two Governments began to wonder if they had not been rashly generous. Accordingly in 1921 another Committee of Enquiry was appointed. Its report was a complete vindication of the change. It recommended certain minor modifications to make for smoother administrative working. It suggested that European missionary teachers, who are graduates of British Universities and devote all their time to their schools, should be paid at Government rates and that Government should defray half-pay leave for missionary teachers. It recommended that Government should pay half the cost of new buildings and of structural repairs to old. And it recommended central classes for the study of science, which entails laboratories and a specialized staff. Appointed to criticize, it found it had to bless the new system.

In 1932, owing to the financial depression, Government appointed another Committee to enquire into the system of educational grants-in-aid. The Committee while supporting the existing system recommended certain economies, notably a reduction in the rates of salary for missionary teachers and in the capitation grant. The Committee also recommended that the number of missionary teachers employed in aided schools should not exceed 50 per cent. of the total staff and also that an age limit for both missionary and lay teachers should be introduced.

The report of the Committee was adopted with certain modifications by Government and effect was given to its recommendations from 1st January, 1934.

THE ENGLISH SCHOOLS.

The English schools are schools in which English is the medium of instruction. Few of the pupils are English-speaking when they join and the lowest class may be composed of children speaking between them some seven or eight different languages or dialects, those speaking one language or dialect being generally

(b).—RAFFLES COLLEGE.

In 1918 a committee appointed by Government to advise on a scheme to celebrate the Centenary of Singapore submitted as the most suitable memorial the advancement of education with a view to laying in course of time the foundations of a University. Another special committee recommended the establishment of a residential college for a higher education to be called "Raffles College" and to be the nucleus of a future University. Later the Legislative Council agreed that provided \$2,000,000 were subscribed by the public of Malaya and the Governments of the Malay States towards an endowment fund, the Straits Settlements would erect buildings at a cost not exceeding \$1,000,000 and give \$50,000 annually towards the upkeep. The requisite sum having been subscribed, a world-wide competition was opened in 1923 for a design. Work on the buildings started in 1924 and the college opened in 1928. Adjoining the college buildings are two residential hostels with accommodation for 100 male students, and a playing field of 10 acres has been provided. The object of the college is to place education of a University standard within the reach of all the youths of British Malaya, who are capable of profiting by it. The courses of study are framed to meet local requirements and the manufacture of a literary class with no practical bent is being avoided. Courses in science for students of medicine are also provided. When funds allow, an engineering faculty is contemplated, and ultimately Oriental studies should find a place among its faculties.

The college awards annually ten Entrance Scholarships of a value of \$720 per annum tenable for three years, and a limited number of Second and Third Year Exhibitions, not exceeding \$500 per annum, are available for students who show exceptional ability during their first or second years at college.

VERNACULAR EDUCATION.

(a).—MALAY BOYS' SCHOOLS.

Though there had been sporadic missionary efforts to provide schools for Malays and two day-schools were supported by Government in Singapore as early as 1856 it was not until after the transfer of the Straits Settlements to the charge of the Colonial Office in 1867 that the local Government took up seriously the problem of building and staffing vernacular schools where Malay boys should be taught to read their own language both in Arabic and in Roman characters. At first the Malays were apathetic, jealous of the loss of their children's services and distrustful of secular teaching. The efforts of the native teachers and the use of the schools as centres for the distribution of quinine and other simple medicines helped gradually to dispel prejudice. In 1878 a college for teachers was started in Singapore and during the 17 years of its life produced the first trained Malay teachers in British Malaya. In 1888 Malay boys who had passed out of the vernacular schools were admitted free

into day Government English school in the Straits Settlements, a system that, with certain modifications, is now followed throughout Malaya.

In 1901 a new Training College for Malay vernacular teachers was opened in that old-world Malay centre, Malacca. And Malay education received temporarily a great stimulus from Mr. R. J. Wilkinson, a Malay scholar of high attainments, who started publishing Malay classics for the use of schools and created an interest in their own literature in the teachers. But this officer soon left the department and Malay education progressed on unimaginative and alien lines. Still the Training College (Mr. Wilkinson's educational child) did excellent work, and in 1913 another was opened at Matang in Perak.

In 1916 an officer, chosen for his knowledge of the Malay language and customs, was sent to study vernacular and industrial education in Java and the Philippines. As a result of his report it was decided to build a central Training College at Tanjong Malim, Perak, to accommodate students for a three years' course, and then to close the two existing colleges that provided only a two years' course. This college was opened in 1922. Meanwhile the curriculum of the existing colleges was enlarged to include rural science and basketry, and a pass in one at least of these industrial subjects was required for a leaving certificate. It was arranged to acquire land for school gardens and recreation grounds wherever possible. The old-fashioned teacher puffed up with a little learning and full of the old Oriental scholar's prejudice against manual labour was ashamed to dig: the new delights in handicraft, and in practical acquaintance with the rotation of crops, the selection of soils and seeds and the study of pests. A series of Malay text-books, dealing with local problems of arithmetic, tropical hygiene, botany, local geography and history and so on, was prepared. Drawing was made a compulsory subject. The revised curriculum "awakened students' intelligence" and the text-books caused the Malay vernacular press to talk of the New Learning. For the first time the Malay was introduced to modern scientific method in his own language.

The Sultan Idris Training College at Tanjong Malim is the distributing centre of knowledge in the Peninsula for those Malays whose education is confined to the vernacular. There will always be a large number of Malay children with no aptitude for languages or literary pursuits, whose mental and moral development will depend mainly on the discipline of the village school with the opportunity it provides for studying the "three Rs", benefiting by physical and manual training, and acquiring such rudiments of simple agriculture as will fit them for the free life of that country-side, where the happiness and economic interests of their race have lain for centuries. From the college trained teachers go out to the village schools to influence the physical, mental, moral and economic welfare of the coming generation. That they may not stagnate in their

and surroundings, they will be summoned periodically to vacation classes at their old college. Besides a staff of picked Malay teachers, the college has a staff of European Masters including an Agricultural Instructor.

With the expansion of all branches of the Education Department's activities it was recognised that the inspecting staff was inadequate to cope unaided with administrative routine and the work of school inspection. Moreover, legitimately enough, Malays with an English education were anxious to take part in supervising the work of the vernacular schools. Accordingly Malay Assistant Inspectors of Schools were appointed to Settlements and States to give the vernacular schools their undivided attention. The system has worked admirably. Below them are Malay-speaking visiting teachers, who have charge of districts, and below these group teachers, who have charge of the biggest school and supervise the less important schools within a yet smaller radius. Improved salary schemes have attracted the most intelligent type of Malay to the profession of vernacular schoolmaster and it has been laid down that as far as possible they shall always be employed in their native place.

The improvement in the education of Malay boys has been reflected in the success of those pupils who after passing through the vernacular school in four years have proceeded to English schools. Till recently the Principals of English schools dreaded the advent of the average overgrown Malay student, whose intellect had been dulled by years of unintelligent instruction under a village dominie. To-day he welcomes the bright alert little boy, who, given intensive training in English, can jump to Standard V in three or four years. And as yet the radical reform of Malay boys' schools has only begun to make its influence felt.

(b).—MALAY GIRLS' SCHOOLS.

Malay girls' schools remained for a long time a very hard problem. Malay parents viewed with much suspicion the one or two schools which were first established; they thought a knowledge of reading and writing would promote love-letters and intrigue, they were nervous about allowing their girls to traverse streets or paths unaccompanied, the mothers disliked losing the services of their daughters and the self-satisfied parents thought that they could pick up cookery and needlework as well at home as in school. But the time came when the village schoolmaster and then, very often, the village headman, commenced to send his girls for a year or two to the boys' school. The example they set was presently followed by others. Then there arose demands for separate girls' schools and now the number of these schools is very rapidly increasing.

The report of 1916 did not neglect this grave problem of female education. The girls' schools benefited greatly from the use of the new series of vernacular text-books. And above all it was decided to engage a European lady to reorganize and supervise the work of these schools. Despite insuperable

obstacles, the Lady Supervisor has effected real reforms and caused thoughtful Malays to recognize the need of supporting an attempt to educate girls to be the intellectual peers of their future husbands. The curriculum of the girls' schools is no longer dead and uninspiring. Cookery, clay-modelling, paper-cutting, drawn-thread work, hygiene taught by Lady Medical Officers are romantic subjects for the little Malay girl compared with what her elder sisters learnt a few years ago. Domestic science is the most popular subject.

Malay women teachers are now periodically brought to centres near their homes for a few weeks at a time for courses of training by qualified Eurasian schoolmistresses under the supervision of the Lady Supervisor. They almost all evince much interest in the work and both they and their schools are benefiting greatly.

It is hoped, however, that in the near future a more satisfactory method of training Malay women teachers will be available.

The Colonial Government has decided to open an establishment at Malacca for this purpose and it is proposed to send students from the Federated Malay States to undergo the course of training thus provided.

(c).—TAMIL VERNACULAR SCHOOLS.

For half a century, there has been a sprinkling of Tamil vernacular schools in the Straits Settlements and as early as 1895 there were two small schools in Perak. They sprang up especially in Province Wellesley (and later in Malacca) where an estate population created a need. All except a few Government schools are under private management but are inspected by Government officials, and such as reach a certain standard of efficiency receive grants-in-aid. The great difficulty has always been to get efficient teachers, but estate managers are recognizing the need for the employment of trained and experienced teachers and on several estates the former teachers have been replaced by teachers trained in India and Ceylon. Managers have grown alive to the advantages of providing facilities for the education of their coolies' children and improvements in buildings, furniture and apparatus have been willingly effected whenever funds have been available.

The latest Labour Ordinance provides that "the Controller of Labour may by order in writing require any employer on a place of employment where ten or more children of any one race between the ages of seven and fourteen years, being dependents of labourers on such place of employment, reside, to construct within a reasonable time and maintain at his own expense a school for such children with such school teacher or teachers as shall seem sufficient to the Controller".

It should be explained that there are more Indians than Malays in the English schools of the Federated Malay States.

(1).—CHINESE VERNACULAR SCHOOLS.

The enthusiasm for education which is so characteristic of post-revolutionary China has found an echo among the Chinese of the Peninsula.

There have always been in Malaya many old-fashioned schools, run by a man who combined the professions of teaching, doctoring, fortune-telling and divining, the sole qualification for his pluralist calling being the fact that he was the one man in the neighbourhood able to read and write with ease. The instruction imparted was a parrot-like acquaintance with a few Chinese classics and the use of the abacus.

Since 1911, however, the Chinese have founded many schools to give their children a modern education in their own tongue. Some few are free schools maintained by the generosity of individuals; others are run by District Societies (or associations of people from the same district in China) for the benefit mainly of children from their home district; some are run by Christian Missions; but most are managed by a committee of enthusiasts who undertake to collect from the public the necessary funds for upkeep. The Governments of the Straits Settlements and the Federated Malay States assist by grants-in-aid such vernacular Chinese schools as voluntarily apply for help.

Practically all of the schools are of the primary grade. In their curricula the Chinese classics are superseded by modern readers, and the art of penmanship, formerly so important in Chinese education, is neglected. The moral teachings of the classics are replaced by text-books on ethics, inculcating habits of cleanliness, politeness, industry and good citizenship. In arithmetic, Arabic numerals have replaced the Chinese and text-books have been devised on European lines. Handwork, painting and drawing are taught, often with surprisingly good results.

The great difficulty with which these schools have to contend in Malaya is the confusion of tongues that results from the many dialects spoken by the Chinese immigrants. A class may contain children speaking two or three different dialects. Fortunately, growing up side by side the children become bilingual or even trilingual and can usually understand any of the commoner dialects. To-day, however, the almost universal language of instruction is Kuo Yue or colloquial Mandarin; in a brief ten years it has superseded the half dozen languages which used to be taught.

English is taught in some of these schools but generally with little success.

GENERAL.

All schools, i.e., places where ten or more persons are habitually taught in one or more classes except where the teaching is of a purely religious character, and all supervisors, committees of management and teachers of schools, must be registered in accordance with the Registration of Schools Enactments of 1924. To be a supervisor, a member of the

committee of management or a teacher of an unregistered school in offence against the Enactment. Under the Enactment the Director of Education may refuse to register any school that is insanitary or that is likely to be used for the purpose of propaganda detrimental to the interests of the pupils or as a meeting place of an unlawful society. The Director of Education may also, in certain circumstances, refuse to register a person as a supervisor, a member of a committee of management or a teacher. The Director of Education, however, interferes as seldom as possible.

In the Federated Malay States an education rate intended as a contribution towards the cost of education in urban areas is levied as a 2 per cent. rate on the annual value of all lands, houses and buildings in Sanitary Board areas, except in the Sanitary Board areas of Kuala Lumpur and Ipoh where it is respectively .16 per centum and .25 per centum on the unimproved value of lands.

Education in all Government vernacular schools is free. The fees charged in English schools vary from \$2 to \$9 a month. Details will be found in Appendix XVIII. There are no entrance fees.

Free places are given to many Malays and to certain classes of poor pupils of other races.

There were 392 scholarships for Malay boys who had passed out of the vernacular schools. These scholarships are of the value of \$108 or \$120 a year and carry exemption from school fees and the privilege of free books. Subject to satisfactory conduct and progress, the pupil holds his scholarship for seven years. Ordinarily they are given now to boys who have spent one year in an English school, have shown industry and promise and need financial aid. In Perak and Selangor similar scholarships are awarded to Malay girls for their education at English schools.

There are other scholarships founded by private benefaction and open to all nationalities. Appendix XVIII refers.

PART II.

CHAPTER I.

OUTSTANDING EVENTS OF THE YEAR.

The year under review witnessed a certain measure of general recovery from the worst times of the slump but rigid economy had still to be practised.

Somewhat unexpectedly the total enrolment in all schools showed a distinct increase over the figures for 1933, being 105,984 against 95,691. There was a slight decrease in the enrolment at English schools but Malay vernacular schools showed an

increase of over 1,000, Tamil schools an increase of about 2,400 and the remainder being accounted for by Chinese schools, both aided and private.

Arrangements were completed for the establishment of a training centre for Malay Women Teachers at Malacca and it is expected that students from the Federated Malay States will be in residence early in 1935.

Lord and Lady Baden-Powell visited Kuala Kangsar and Kuala Lumpur on their way to the Australian Scout Jamboree and Scout rallies at both places marked the auspicious occasion. A contingent of seven Scouts from the Federated Malay States subsequently attended the Jamboree.

A visit was received in July from Sir William Hornell, C.I.E., M.A., LL.D., Vice-Chancellor of Hongkong University.

CHAPTER II.

ADMINISTRATION AND CONTROL.

The Hon'ble Mr. F. J. Morten, B.A. (Oxon.), M.C.S., the Director of Education, Straits Settlements and Federated Malay States, was on duty until his departure on leave on the 20th July when he was relieved by Mr. J. Watson, M.A., B.Sc. (Edin.), Chief Inspector of English Schools, Straits Settlements and Federated Malay States, who was still acting at the end of the year.

No European Masters or Mistresses were recruited. At the end of the year there were 37 European men and 5 European women officers on the establishment of the Federated Malay States. At the end of 1933 the numbers were the same. Administrative, teaching and miscellaneous appointments are included in these figures.

There were no important changes in the constitution, cadre and methods of the directing and inspecting agencies of the Education Department in 1934.

The Education Department allows Principals a very free hand in the choice of text-books for their schools. The missionary bodies compile lists from which the books to be used by the schools under their authority must be chosen and these lists are usually submitted to the department for approval and suggestions. No such list is prepared for Government schools but the headmasters of the smaller schools receive advice from Inspectors and often follow the lead of the larger schools in their neighbourhood. Occasionally the department draws attention to unsuitable books and forbids their use. Books submitted by publishers are usually passed to officers whom the department considers experts for opinions as to their usefulness, and after consideration of these opinions Principals are informed as to whether the use of the books is permitted, recommended or disallowed.

The Translation Bureau at the Sultan Idris Training College produced text-books for use by teachers and pupils in the Malay vernacular schools. A list of its chief publications in 1934 will be found in Chapter VII.

Practically all the Chinese schools use text-books which are published in Shanghai.

The books used in Tamil vernacular schools are those used in similar schools in India and Ceylon.

CHAPTER III.

FINANCE.

REVENUE.

[One dollar Straits Settlements currency is equivalent to two shillings and four pence sterling.]

The total revenue of the Education Department in 1934 amounted to \$510,707, collected as follows:

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal	79,492	—	1,145	80,637
Perak	60,228	98,847	1,852	160,927
Selangor	67,774	135,340	1,272	204,386
Negri Sembilan ...	19,703	20,366	—	40,069
Pahang	16,203	8,129	356	24,688
Totals	243,400	262,682	4,625	510,707

The revenue for 1933 was \$487,616, collected as follows:

	School fees.	Education rate.	Miscellaneous.	Totals.
	\$	\$	\$	\$
Federal	77,430	—	498	77,928
Perak	57,336	97,016	2,873	157,225
Selangor	81,030	112,938	1,486	195,504
Negri Sembilan ...	17,764	16,677	—	34,441
Pahang	14,245	8,175	98	22,518
Totals	247,805	234,856	4,955	487,616

EXPENDITURE.

The expenditure, including that on the Malay College at Kuala Kangsar, was \$2,628,197 as against \$2,926,059 in 1933. The amounts for the various States were as follows:

	Personal Emoluments.	Other Charges.	P.W.D. Expenditure.	Totals.
	\$	\$	\$	\$
Federal	138,461	82,041	4,778	225,280
Perak	688,591	370,642	37,180	1,096,413
Selangor	471,883	267,704	*	739,587
Negri Sembilan ...	272,796	91,280	7,925	372,001
Pahang	155,119	28,091	11,706	194,916
Totals	1,726,850	839,758	61,589	2,628,197

* The Public Works Department has not been able to give the figure owing to reduction of clerical staff.

The expenditure on the Malay College, Kuala Kangsar, was \$59,864, on the Sultan Idris Training College \$93,909, and on the Technical School \$31,349.

The above figures include expenditure on clerical services.

The net expenditure after deducting the revenue from school fees, education rate and miscellaneous sources was:

Federal	...	...	...	...	\$144,643
Perak	...	...	...	...	935,486
Selangor	...	...	...	...	535,201
Negri Sembilan	...	...	...	...	331,932
Pahang	...	...	...	...	170,228
Total					\$2,117,490

The amounts and corresponding percentages of the gross expenditure spent on the various branches are estimated as follows:

	Gross expenditure.	Percentage of total gross expenditure.
	\$	
Technical education	31,640	1.2
Secondary English education	472,438 (a)	18.3
Elementary English education	878,430	34.0
Malay education	949,593 (b)	36.7
Chinese education	98,854	3.9
Tamil education	81,026	3.2
Commercial education	1,641	0.0
Vocational education	70,628	2.7
Totals	2,584,250	100.0

Grants-in-aid paid to English schools totalled \$412,288. The amounts disbursed by States were as follows:

	1933.	1934.
	\$	\$
Perak	273,720	206,749
Selangor	193,545	162,004
Negri Sembilan	64,094	43,535
	531,359 (c)	412,288 (c)

The average amount of grants-in-aid per pupil in aided English schools worked out at \$41.98 (£4 17s. 11d.), a decrease of \$11.83 (£1 7s. 7d.) on the 1933 figure.

(a) Including \$59,846 for the Malay College, Kuala Kangsar, a percentage of 2.3 of the total expenditure.

(b) Including \$70,851 for the Sultan Idris Training College, a percentage of 2.7 of the total expenditure.

(c) Includes contributions to the Lay Teachers' Development Funds and Cadet Corps.

In Government English schools the cost to Government per pupil was \$90.96 (£10 12s. 2d.), a decrease of \$6.87 (16s.). The number of pupils receiving a free education at Government expense, however, was much greater in Government schools than in aided schools. If fees were credited for such free pupils, the cost to Government per pupil in Government schools would be \$80.20 (£9 7s. 1d.) and in aided schools \$88.57 (£4 4s. 11d.) and these are better figures of the true cost *per capita* in the above in the two types of schools than the figures first given. The average cost to Government of each pupil in Government and aided English schools was \$61.18 (£7 2s. 7d.).

The grants-in-aid paid to Chinese schools amounted to \$78,564, an increase of \$1,043 in the 1933 figure. This is equivalent to \$6.75 (15s. 9d.) per pupil on the average enrolment, a decrease of \$0.31 (9d.) in the corresponding 1933 figure.

The grants-in-aid paid to Tamil schools amounted to \$53,095, equivalent to \$5.68 (13s. 3d.) per pupil on the average enrolment. The corresponding figures for 1933 was \$55,049 and \$7.28 (17s.). It must be noted, however, that the grant paid in 1934 was in respect of amounts awarded for 1933, and similarly as regards the grant paid in 1933.

CHAPTER IV.

PRIMARY EDUCATION—Boys.

GENERAL.

Primary education in English is supplied in the primary divisions of all English schools, but the vernacular schools are the only schools that can be classed as purely primary schools. In these the medium of instruction is Malay, Chinese or Tamil. Malay is the vernacular of the country; Chinese and Tamil are the languages of immigrants.

There are no Government or Government-aided schools of any sort purely for Europeans.

(a).—PRIMARY EDUCATION IN ENGLISH.

The English schools are either purely secondary schools, or secondary schools with primary divisions (like certain schools in the United Kingdom which have their own "Preparatory Schools" attached to them), or primary schools which are preparatory for and feeders of the secondary schools. Primary education in English is given in the first seven classes (Primaries I and II and Standards I to V), in these primary divisions or primary schools English is the medium of instruction throughout, though it is a foreign language to all but a few European and Eurasian children. Further information about this type of education will be found in Chapter V.

In 1934 there were 451 of these schools, an increase of two in the number in 1933. Two hundred and eleven were situated in Perak, 78 in Selangor, 81 (an increase of one) in Negri Sembilan and 81 (an increase of one) in Pahang. The provision of additional schools for which applications were made had to be held over pending an improvement in the financial position.

The great majority of the schools are rural and the few that are urban follow practically the same curriculum as the others.

The average enrolment was 36,715 and the percentage attendance 92.6, increases of 1,499 and 1.0 respectively in the figures for 1933. (Appendix XII refers.)

In centres where there are no girls' schools it is usual to find a number of girls attending the boys' schools. In 1934 there were 6,302 of these, an increase of 524 over the 1933 figure. Such girls must be under twelve. Whenever the number of girls at a boys' school justifies it, a woman teacher is, if possible, appointed to the staff to take needlework with the girls and to teach general subjects to the mixed first year classes. Co-education, however, is not a policy laid down by the department.

Attendance is compulsory for all boys between the ages of seven and fourteen who live within a radius of two miles of a school. For non-attendance of their sons parents or guardians may be summonsed and fined. It is found, however, that resort to summonses is growing from year to year less and less necessary. The co-operation of District Officers and Penghulus (local headmen) in the stimulation of an interest in education is very helpful and greatly appreciated.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government. Parents, however, are often willing to erect a temporary building if Government will supply the teacher, and this method of starting a school is comparatively common.

The aim of these schools is first to give a general and practical education to those boys who will remain on the land and find occupation in local agriculture as well as to those who will find employment in work which does not demand a knowledge of English, and secondly, to lay a sound educational foundation in the vernacular, on which an education in English can be built for those boys who wish to proceed to an English school. No deliberate attempt is made to supply vocational training, but the general trend of the education provided is, while giving a sound grounding in "the three Rs", to try to foster an interest in agriculture and the other business of the "kampongs" or villages.

Basketry was taught in 397 out of the 451 schools, an increase of 6 on the number in 1933. The possibility of making a profit out of the instruction added to the interest taken in it by the pupils and the teachers and directed attention to the production of articles of use to themselves or likely to command a ready market in their own and neighbouring "kampongs". In addition to the decorative basket work to which the teachers in training are introduced at the Sultan Idris Training College, therefore, pongkis (shovel-baskets) and other more utilitarian types of baskets as well as brooms, ropes, etc., are now all produced in the schools and find a ready sale at the weekly fairs, the fancy baskets being more in demand at local and other shows and exhibitions. Taking the country all over, there was apparent improvement in the results of the teaching of this subject.

Carpentry is taught at a few Malay schools in all States but attendance at these schools has been decreasing, due partly to the pupils being attracted away to earn money at rubber tapping and partly because they are realising that this free handicraft training is not in addition a passport to a Government job, nor even necessarily to a course with free board and lodging and travelling at a trade school.

Other art and handwork subjects were taught in various schools including net-making, book-binding, lampshade-making, stencilling, batek work and pottery. Amongst articles made were ink, soap, rulers, brushes of many sorts, pen-holders, walking-sticks, blotting-pads, shuttlecocks, badminton nets and racquets. Teachers made billiard cues and musical instruments. Many of these articles, in addition to a large number of baskets, were exhibited at the Annual Malayan Agri-Horticultural Exhibition held at Kuala Lumpur.

Gardening was taught at 410 out of the 451 schools—at 175 in Perak, 77 in Selangor, 77 in Negri Sembilan and 81 in Pahang. The total number exceeds the 1933 figure by 17. Regular visits were paid by officers of the Agricultural Department to practically all schools and the gardens benefited greatly from their supervision. The Education Department is much indebted to the Agricultural Department in general and to these officers in particular for the valuable co-operation extended. Vegetables, fruits and basketry materials were grown. Awards are made annually to the best garden in each district. In 1934 a still further general improvement was recorded. The teachers showed themselves keenly interested. Flowers are grown in all school gardens. Special importance is attached to gardening in estimating the grade of a school and its staff.

Rice-growing was practised at a few schools and a good standard was maintained. Some of the work entailed, however, is so heavy that only the bigger boys are fit for it and they have often to be helped by the teachers.

Pupils are encouraged to start vegetable plots at their homes and this movement receives the support of the Agricultural Department, the District Officers and the village headmen.

Home gardens showed a decrease in numbers in 1934. Owing to the improved price of rubber the village people were less inclined to devote attention to vegetable growing.

The majority of schools had playing fields; each year sees an increase in the number. Association football was the most popular game where ground and materials were available. Badminton grew rapidly in favour, while volley-ball was played when net and ball could be obtained. Ping-pong and tennis-quoit were to be found in some schools and sepak raga still met the recreational needs of the boys in many places. Combined sports meetings and parents' days did much to arouse and maintain the interest and pride of the village people in their schools.

Scout activities are mentioned in Chapter X.

Most schools had libraries from which the boys were encouraged to borrow books. The "Warta Malaya", a daily newspaper, was supplied by Government to most schools and a monthly magazine, the "Majallah Guru", continued to be supplied by the Malay Teachers' Association. The lending of books and papers to pupils and parents is encouraged. The teachers often act as agents for the sale of books of the local Malay Home Library Series which are produced at the Sultan Idris Training College and printed in Singapore.

All schools were supplied with text-books produced by the Translation Bureau of the Sultan Idris Training College. The supply was generally satisfactory. The extent to which the books were looked after was taken into account when the grading of the schools was being considered.

The total number of pupils who sat for the Standard V examination, on which the Malay school leaving certificate is awarded, was 4,398, and of these 3,103, a percentage of 70.6, were passed. These figures show a decrease of 297 and increases of 92 and 6.2 in the figures for 1933. The percentages that passed in the various States varied a great deal even more than in 1933; there were 55.9 in Perak, 86.7 in Selangor, 67.6 in Negri Sembilan and 91.9 in Pahang. Most of the Malay boys at English schools who had passed Standard IV but not Standard V in the vernacular school continued to attend Malay schools on Saturdays, Sundays and English school holidays, and sat for the Standard V examination in order to obtain if possible the Malay school leaving certificate.

The 451 schools were graded as follows:

Excellent, 19; good, 186; moderately good, 194; fair, 48; unsatisfactory, 3; not examined, 1. There are fewer unsatisfactory schools than in 1933. The standards adopted in the different States are more or less subjective and the tendency is to keep raising them from year to year.

There were no part-time and there were only a few single-teacher schools; the latter were situated in small and out-of-the-way "kampongs".

The number of teachers of all grades was 1,200 of whom 928 were trained, 150 were untrained, 181 were pupil-teachers awaiting training and 21 were technical instructors. The number of teachers was 42 more than that in 1933. The average number of pupils per teacher (pupil-teachers and technical instructors included) was 28.9, an increase of 0.1 in the 1933 figure. The Principal of the Sultan Idris Training College carried out the duties of the Assistant Director of Education for Malay Schools throughout the year, and Malay Assistant Inspectors of Schools assisted the European State Inspectors in the work of helping, inspecting and examining. (Appendix XI refers.)

Teachers are chosen from pupils of the vernacular schools. The pupils selected are first of all appointed pupil-teachers on a salary scale of \$15 a month rising by annual increments of \$1 a month to \$20 a month (£21 a year rising by annual increments of £1 8s. a year to £28 a year). At about the age of sixteen these pupil-teachers sit for the examination qualifying for admission to the Sultan Idris Training College. This examination is to some extent competitive as the number of places available yearly is limited and there are generally more candidates who pass than there are places. On obtaining places they proceed to the College for a three-year course at the conclusion of which, provided they have satisfactorily completed the work expected of them, they become "Trained Teachers". They are then employed as "Assistant Teachers". Later they may become "Head Teachers", each in charge of a school, "Group Teachers", each in charge of one particular school and at the same time supervisor of from ten to fifteen neighbouring schools, and "Visiting Teachers", each in charge of all the schools in a "district". The commencing salary for the lowest grade of trained teacher is \$30 a month (£42 a year) and a final salary of \$160 a month (£224 a year) is a possibility. Men who reach the status of "Head Teachers" are eventually placed on the pensionable establishment of the Government service; the retiring age is 55. Pupil-teachers who fail to gain admission to the training college are compelled to leave the service.

As in previous years pupil-teachers received instruction in preparation for the training college entrance examination in special pupil-teachers' classes, where these could be arranged, but the majority had to depend on instruction from trained teachers employed in the schools in which they were teaching. The average standard reached in the college entrance examination though still not very satisfactory was much better than in 1933.

Malay Teachers' Co-operative Societies continued to flourish in Perak and Selangor. The management of the societies improved considerably and they have already done much towards liquidating the debts of teachers. By courtesy of the Director of Co-operation, officers of his department gave talks on thrift to teachers who show keen interest in the subject. Teachers

everywhere continued to extend their interests both in extra-mural activities and in their own private concerns. Teachers indulge in games even much more than they did and badminton is growing increasingly popular, even the older men playing it freely.

Classes for the teaching of the Koran are not under the supervision of the Education Department but whatever help can be given is freely supplied. They are usually held in the school buildings generally from 1 p.m. to 4 p.m.

(c).—CHINESE VERNACULAR SCHOOLS.

There are facilities for the primary vernacular education of Chinese boys in all towns and villages of any size and schools of 20 or even fewer students are maintained by the Chinese community so that no one may be denied instruction. Fees ranging from 50 cents to \$2 a month are commonly charged but parents who are poor are exempted from payment or more frequently allowed to pay half fees. Public schools which afford reasonable prospect of permanence and which have already received Government grants-in-aid are still receiving such grants according to their standard of teaching under the new grades now in force, but no new applications for grants have been entertained during the year. Education is not compulsory for Chinese children.

The almost universal language of instruction in these schools is Kuo Yu or colloquial Mandarin. Twelve years ago each Chinese school was conducted in the language of the particular race of Chinese for which the school existed. Enforced by semi-official mandates from China and assisted by the growing spirit of Chinese nationalism Kuo Yu has in that period superseded these languages. English is taught alongside Kuo Yu in most schools from the first standard.

At the end of 1934 there were 363 registered schools with 1,048 registered teachers. The total enrolment was 25,744, of whom 6,892 were girls. Compared with the previous year there is an increase of 2,377 boys and 1,097 girls. Thirty-eight new schools were registered and 33 defunct schools were struck off the register. Two hundred and ninety-four certificates of registration were issued to teachers. Five supervisors as well as teachers were prosecuted for running unregistered schools and five teachers were refused registration as they were found to be undesirables. All registered schools were visited at least once in the course of the year by officers of the Education Department. (Details of registered schools, teachers and pupils are given in Appendix XV and in General Tables I, III and V.)

There are two Chinese vernacular primary schools in the Federated Malay States maintained by Government; both in Selangor. Both schools accommodate boys and girls and the education is free.

Aided schools numbered 106 as in the previous year. Perak having 69 as against 68 in 1933, Selangor 31 as against 29 in 1933, Negri Sembilan four as in 1933 and Pahang two as in the previous year. The average enrolment was 12,790 and the percentage attendance was 91, an increase of 1,812 in the enrolment and of one in the percentage attendance. The total of the grants paid to these schools was \$78,564 and the average *per capita* grant was \$6.75; the total grant shows an increase of \$1,043 over the figure for 1933 and the *per capita* grant a decrease of \$1.71; grants are paid half-yearly at *per capita* rates; no grants for building were given during the year. The aided schools were visited at least twice in the course of the year by officers of the Education Department.

The primary course in Chinese schools normally takes six years. As most of these schools are run by private persons or are under private management, Government has little if any control over the fees charged, the hours of attendance and the length of holidays. The usual school subjects appear on the curriculum. It may be noted, however, that grant-in-aid schools are required under the regulations to teach for a minimum of 100 days each half year.

The qualifications of Chinese teachers vary considerably. There are still a few small old-fashioned schools where the teacher's only qualification is an education in Chinese classics. In the new style schools, which form the great majority, many of the teachers, including nearly all who have received an education higher than the Lower Middle, have been educated in China.

Practically all of the text-books used in Chinese schools are published and printed in Shanghai. A large number of these have been found to be unsuitable for use in the schools of British Malaya and these have been proscribed by *Gazette* notification.

(d).—TAMIL VERNACULAR SCHOOLS.

The majority of the Tamil schools in the Federated Malay States are to be found on estates, some having been established voluntarily and others on an order of the Controller of Labour. Not all of these receive or desire grants-in-aid. At the end of November there were 13 Government and 249 Government-aided schools with enrolments of 521 and 6,472 respectively. There were also 72 boys in girls' schools. The total number of boys in attendance at that date was therefore 7,095. In addition there were respectively 315 and 2,925 girls, a total of 3,240, in the two kinds of boys' schools mentioned. Appendices XIII and XIV give information for the year.

There were also 82 private Tamil schools at the end of November with total enrolments of 1,462 boys and 568 girls. The total number of boys receiving an education in Tamil at that date in all types of schools was therefore 8,527.

ent schools remained of aided schools was increased by one, being of eight in Perak, 14 in Selangor and 10 in Malacca; there was no change in the Pahang. In the majority of these schools, as in the past, were controlled by the managements of estates on which the pupils' parents were employed, but a few were run by Tamil committees and by missionary bodies.

Fifty-three thousand and ninety-five dollars was paid by Government in grants, being on the average \$5.61 (13s. 1d.) per pupil as compared with \$7.28 (17s.) in 1933.

Estate schools are required to work in the mornings or in the mornings and afternoons, but in 1931 it was decided that, as a temporary concession during the existence of the financial depression, schools that wished to do so might be allowed to open in the afternoons only, but that in that case they would not be eligible for more than a Grade III grant; few took advantage of the privilege, however. The grant for this year was fixed at a flat rate of \$6 per head irrespective of standard or grade. The school course lasts six years but it is seldom that children attend so long and there are few pupils to be found in the higher standards. The percentage in the different standards at the end of November were as follows: in the Primary Class, 50.9; in Standard I, 19.4; in Standard II, 12.9; in Standard III, 9.2; in Standard IV, 6.5; and in Standard V, 1.1. Children join the schools about the age of five or six and they may continue till they are twelve or thirteen. The hours of instruction are expected to be four a day, but may, with permission, be fewer. No fees are charged in Government or estate schools. Education is not compulsory for Tamil children.

The subjects of the curriculum are reading, dictation, writing, arithmetic, and, in the higher classes, composition and geography. The standard of the work varies greatly from school to school. Arithmetic and geography are usually much less satisfactory than the other subjects and generally need to be much improved, but suitable text-books in local arithmetic and geography in Tamil are difficult to get. Progress in the schools is hampered by (a) the unsettled condition of the labour forces on many estates, (b) the difficulty of obtaining satisfactorily trained teachers, (c) the frequent changes of teachers, (d) the irregularity and unpunctuality of attendance of the pupils and (e) the lack of funds at the disposal of the managements. Government schools and private aided schools generally do better work than the average estate school but on estates where the labour forces have been settled for years the standard of work may be as good as in the town schools. Owing to lack of facilities Tamil schools are generally much behind the Malay schools in such important subjects as drill, gardening and handwork.

two Tamil Assistant Inspectors of Schools—one in the Federated States of Perak and Selangor. The Headmaster, Government Tamil School, Seremban, inspected private schools in Seremban. The Federal schools were inspected by an Assistant Inspector lent by another State. These Assistant Inspectors report to the European Inspectors of Schools who are in charge of all branches of State education, except Chinese which is in charge of the Assistant Adviser on Education (Chinese), who is an officer of the Malayan Civil Service qualified in Chinese.

The number of teachers in the Government and aided Tamil schools at the end of November was 343, 326 (37 trained and 289 untrained) being men, and 17 (11 trained and 6 untrained) being women. The average number of pupils per teacher was 29.8, an increase of 1.3 in the 1933 figure. It is impossible to state the average wage, in Perak it was estimated to be about \$21 a month (£29 8s. a year). Some of the teachers are supervisors, clerks or dressers who take charge of the schools in addition to their other duties. The result of the lack of a trained teacher is often reflected in the work of the schools, many of which are satisfied with a very poor standard of effort and achievement. In the last two or three years a number of retrenched clerks have taken up teaching and though untrained they have often succeeded in doing very good work; unfortunately they continue in the schools only so long as they can obtain no more lucrative posts.

The school buildings are usually of single room type and vary in quality from excellent to poor. It is hoped that with the return of prosperity the quality of the buildings will improve. Officers of the Health Department made regular inspections of all school buildings and on their visits paid special attention to the state of cleanliness of the pupils.

The whole of the foregoing information applies to Government and aided Tamil schools only. There were also, as mentioned earlier, 82 private schools with enrolments totalling 1,462 boys and 563 girls. The number of teachers was 79, all being men teachers, and all untrained. A certain number of these schools are merely mushroom growths started by persons out of employment in the hope thereby of scraping a living. The fees charged are generally from \$1 to \$2 a month (£1 8s. to £2 16s. a year).

(e).—JAVANESE VERNACULAR SCHOOLS.

The Javanese vernacular school in Pahang—the only one in the Federated Malay States—was closed in May, 1934, owing to reduction of labour force.

CHAPTER V.
SECONDARY EDUCATION—(1)

(i).—GENERAL.

The English schools, i.e., the schools in all subjects through the medium of English, are practically the only ones which can be looked on as giving a secondary education. There are, however, a few Chinese schools which have secondary classes; they are mentioned later in the chapter.

The English schools are either preparatory (feeder) schools for secondary schools, or they are secondary schools with primary departments, or they are purely secondary schools, though in 1934 there was only one of the latter—the Victoria Institution, Kuala Lumpur, in which the lowest classes were a number of Standard VI's made up of just over 70 per cent. of the boys who had passed through the Standard V's of the feeder schools and sat for the Victoria Institution entrance examination. The majority of schools belong to the second type of the three mentioned. The missionary schools prefer on religious grounds to keep their pupils from infancy to adolescence. A parent who sends his child to an English school almost invariably intends to keep him at it until the Cambridge Junior Local Certificate at least, and he is little likely even then to withdraw him if there is any prospect of his being able to secure the Cambridge School Certificate.

Pupils are admitted irrespective of race or class. They are accepted at the age of six or seven and they normally obtain the Junior Certificate at ages of from fifteen to eighteen and the School Certificate a year later. A fair number receive occasional double promotion and it is not very unusual to find boys of fifteen, and sometimes even of fourteen, sitting for and obtaining the School Certificate.

The revised scale of fees were introduced this year. Newcomers to the first primary class paid \$36 (£4 4s.) a year. This rate is charged for the first year and \$72 or \$108 (£8 8s. or £12 12s.) a year thereafter depending upon their ability. Fees are payable monthly. Attendance, of course, is not compulsory.

Free education to races other than Malay was granted in necessitous cases, usually when the parents were poor and there were two children of the family already in school paying fees. Mission schools, in addition, were permitted to give free education at Government expense to five per cent. of their pupils in classes up to and including Standard VI and to ten per cent. of pupils in their secondary classes. Malay boys are treated differently. If they pass Standard IV in the vernacular school satisfactorily before they attain their eleventh birthday they are accepted into English schools as free scholars and some are given scholarships of \$8 to \$10 a month (£11 4s. to £14 a year) in addition. The privilege of free education and the holding of a scholarship is subject to yearly revision and boys who are doing

holding 1,487 numbered 1,487, 2,403, and of that number 316 held scholarships. It should be emphasised, perhaps, that practically all this free education is provided at Government expense.

Five hundred and one of the pupils attending these boys' schools were girls, but co-education is not a policy of the Education Department. The arrangement was permitted only where there were no girls' schools in the neighbourhood or when satisfactory reasons for it could be adduced.

The number of English boys' schools in 1934 was 35—23 Government and 12 aided. This figure is one less than that for 1933, the Maxwell School, Kuala Lumpur, having ceased to be a Government school. Of these 35 schools, 11 were primary or "feeder" schools, 23 were combined primary and secondary schools, and one was a purely secondary school.

The schools are situated in the towns and larger villages. They are open at least 190 school-days (Mondays to Fridays inclusive) a year and their hours are either from 8 a.m. till 1 p.m. (most commonly) or from 9 a.m. till 12 noon in the morning and from 1 p.m. till 3 p.m. or later in the afternoon. Some schools open in the afternoon for preparation and for extra classes. In 1934 the school year was divided into three terms, the same terms being observed by all schools. The longest vacation lasted from the 16th December, 1933, till the 21st January, 1934.

The average enrolment was 11,388 (Government schools 6,180, aided schools 5,208), and the percentage attendance was 95.7 (Government schools 96.2, aided schools 95.2). This was a decrease in the enrolment of 679 (Government schools 363, aided schools 316), as compared with that for 1933, and a decrease of 0.4 in the percentage attendance (Government schools 0.3, aided schools 0.5). There were in addition 45 boys in attendance at girls' schools though the department opposes the practice. The number of boys attending Government, Government-aided and private schools at the end of November was 14,572, 3,714 of these being in private schools.

The classes, from the lowest upwards, are named Primary I, Primary II, Standard I, Standard II . . . Standard VII, the Junior Certificate Class and the School Certificate Class. Occasionally there is only one primary class and the work which formerly took the first three years to cover is now condensed into the first two. As will be seen, there are normally eleven classes, and the pupils as a rule spend one year in each. The primary classes and the first five standards form primary schools or primary divisions of secondary schools. Of 10,858 pupils enrolled at the end of November, 7,718 were in primary classes

of Standards I to V (the primary division) and 3,146 in classes above these, 1,351 being in the two classes preparing pupils for the Cambridge Junior and School Certificate Examinations. The percentages of the total enrolments of each class of the total enrolments of the schools on that day were as follows:

Class	Enrolment	Percentage
*Special Malay I	243	2.3
*Special Malay II	220	2.1
Primary I	1,653	15.3
" II		
Standard I	1,114	10.3
" II	1,004	9.3
" III	1,063	9.8
" IV	1,271	11.7
" V	1,133	10.5
" VI	939	9.2
" VII	790	7.1
Junior Certificate Class	750	6.9
School Certificate Class	601	5.6
Totals ...	10,258	100.0

The numbers in each of Standards I to V are greater than those in the primary classes; that is due partly to the fall in the number of admissions in recent years and partly to absorption of the boys from the special Malay classes. It will be noted that the number of boys in Standard VI is 77 per cent. of the number in the preceding classes; i.e., about 75 per cent. proceed from primary work to secondary work.

The pupils come from all parts of the world. The percentage of those admitted to the lowest primary class that knew English is small. It is common to find as many as seven or eight different mother-tongues spoken in that class. The children also, at that age, seldom have any knowledge of Malay, the "lingua franca" of the country, and in teaching English, the language of the schools, recourse must of necessity be had to the "direct method". Of the pupils enrolled at the end of November, 503 were Europeans and Eurasians, 2,101 Malays, 5,246 Chinese, 2,899 Indians and 109 of other race. Expressed as percentages of the total these figures are: European and Eurasians 4.6, Malays 19.4, Chinese 48.3, Indians 26.7 and others 1.0. As a rough general rule the Europeans (who are very few in number) and Eurasians go mostly to the Christian Brothers' schools, the Malays almost always to the Government schools, the Chinese and the Indians in about equal numbers to all. Appendix II gives statistics for the beginning of the year.

* An explanation of these classes is given in a subsequent paragraph.

Malay boys who come from vernacular schools to Standard IV are, as far as possible, placed in special classes and given an intensive training in spelling and writing English. They spend two years in the special classes and at the end of this period they are expected to rejoin the ordinary stream; the best boys are generally found fit to join Standard V, while the poorest boys have to be put into Standard III. They come from the vernacular school with no knowledge of English, but with a reasonable sound knowledge of arithmetic, geography, etc., and a familiarity with Roman script. They do no Malay during their first three years in the English school but they return to it in their fourth year and they always present it at the Cambridge Certificate Examinations. The system has been found to work satisfactorily, but to test whether a longer period in the special Malay classes might not be better, arrangements were made in Selangor to enrol a class of Malay boys nine years of age who had passed only Standard III in the Malay school; the result of the experiment cannot become evident till a number of years have elapsed. An experiment tried at one school of keeping the Malay boys in classes by themselves throughout their primary school careers was not a success and was abandoned.

The usual school subjects were taught—English in all its branches, arithmetic, geography, history (stories of world history to begin with, English history in the middle school, and British history, as a rule, in the final secondary classes), handwork (drawing; arts and crafts), hygiene and physical training, with mathematics, science, shorthand and book-keeping, and, in some schools, an additional language in the more advanced classes. Pupils often present their mother-tongues—Malay, Tamil, Chinese, Urdu, etc.—at the Cambridge Examination, but, with the exception of Malay, these languages are not generally taught in the schools. Languages other than Malay are seldom included in the curriculum, though in some schools instruction in Latin, French, Tamil, etc., is given in out-of-school hours.

The handwork in the primary classes continued to show improvement and in schools in which there were European Primary Mistresses to supervise it, the results were particularly praiseworthy. A number of the usual forms of the subject were to be found and correlation with other subjects received attention. Drawing was taught in most of the schools and the various branches which may be presented at the Cambridge Local Examinations were popular with the candidates, though for the preparation of some of them the students had to depend on themselves. Exhibitions of handwork, art and other school work increased in number and improved in standard. The absence of facilities for instruction to teachers with an aptitude for handwork was largely overcome by their own initiative in taking correspondence courses in it. The Art Superintendent, Federated Malay States, was stationed at the Sultan Idris Training College when he returned from leave in May.

Instruction in hygiene is included in the curriculum of all English schools and special attention is given to the personal hygiene of the pupils with good results. Candidates for the Cambridge Local Certificates, practically without exception, present the subject on a syllabus specially drawn up for Malaya. The Education Code calls for at least three twenty-minute periods of physical instruction and training in the course of the week in every class. Most teachers take an active part in the instruction. The use of team games and team competitions increased at certain schools and appeared to stimulate keenness. Simple gymnastics were taught at a few schools. The text-book used is the English Board of Education Syllabus.

The teaching of science was practically confined to the Victoria Institution which has fully equipped modern laboratories and lecture rooms. Biology is included in the science course. Two classes from the Methodist Boys' School studied science at the Victoria Institution. The teaching of the rudiments of science was attempted at a few other schools but with little success.

A little attention was given to nature study at a few schools, but few teachers had much knowledge of the subject and though there was progress it was slow. Many schools, however, had the nucleus of a museum.

Commercial subjects did not receive a great deal of attention though book-keeping was fairly commonly presented at the Cambridge Local Examinations. Shorthand was seldom a subject of the curriculum and classes in it did not appear to attract. There appears to be no lively demand for commercial training till the ordinary work of the English school is completed.

Gardening as a subject was included in the curricula of schools but the number of pupils affected was small though the number of schools which took an interest in it increased. There was evident, however, a growing tendency for the pupils to take a greater pride in the neatness of the school compound, and in nearly every school there is to be found a pleasant collection of pot plants looked after by the students.

Most schools possessed libraries and many had reading rooms. Home reading was intelligently supervised and the pupils made an increased use of libraries. Gramophones were used in several schools for oral English as well as for the teaching of rhythm and the appreciation of good music. Singing was taught in the lower classes of many schools and proved valuable in producing good articulation. Literary and debating societies existed in the majority of schools and were usually popular with the pupils. Magazines or annuals of a high standard of excellence were produced. The house system was in vogue in nearly all schools and added largely to the interest taken in team and other sports. Most schools had special days on the occasion of which the pupils gave a concert and presented plays. Many schools had tuck-shops and several book-shops where books could



be purchased at lower prices than the pupils could obtain them in local shops. The profits from bookshops and book shops were used for the benefit of the pupils. Poppies Day, Victory Day, Labour Day and Armistice Day were all observed in every school. The purchase of poppies for Poppies Day was voluntary.

Six hundred and eighty-five boys from the Government and aided schools sat for the Cambridge Junior Local Certificate Examination and 446 passed, a percentage of 65.1; the 1933 figures were 711, 523 and 73.6 respectively. For the School Certificate Examination the corresponding figures were 545, 343 and 65.1; in 1933 there were 470, 309 and 65.7. A number of candidates, also, presented themselves either as private candidates or as candidates from private schools; 56 out of 272 entrants (20.6 per cent.) were granted the Junior Certificate and 27 out of 128 entrants (21.1 per cent.) the School Certificate. One hundred and sixteen Malay boys obtained the Junior Certificate and 55 the School Certificate, the corresponding figures for 1933 being 123 and 74.

Three hundred and forty-two of the 343 School Certificates earned by boys at Government or aided schools were in the form of the Special Certificate for Malaya, which differs from the ordinary form of the Cambridge Certificate only in that a pass in English is compulsory for it (which is not so for the ordinary certificate) and in that no second language is required. One hundred and sixty-two of these 343 Malayan Certificates, however, were stated by the Cambridge Syndicate to be equivalent in every respect to its own form of the certificate; the candidates who obtained them had satisfied the examiners in a second language as well as in English.

The spoken English of 25 per cent. of the weakest candidates for the Junior Certificate and of practically every candidate for the School Certificate was examined by the Chief Inspector of English Schools. Of the 835 candidates for the Junior Certificate 81.8 per cent. were passed, and of the 563 for the School Certificate 86.6 per cent. were passed.

Honours certificates and marks of distinction were discontinued at the end of 1933. School Certificates at overseas centres are now issued in three grades:

Grade I is awarded to candidates who reach a good general standard of work in the examination;

Grade II includes all the remaining candidates who gain five or more credits and also those who gain four credits and reach a sufficient general standard;

Grade III contains the other successful candidates.

A small number of pupils left school because their parents were repatriated or transferred to other centres, but decrease in enrolment was mainly the result of the parents being no longer able to afford the fees.

As usual, a number of seriously over-age and unprogressive boys were superannuated. No hard and fast rules govern superannuation, but a pupil is normally not allowed to remain in school if he fails twice in the course of his career to receive the usual annual promotion. Pupils who are over-age also may be superannuated.

Careers Committees existed in all large schools and pamphlets giving information as to posts and conditions of service in the various Government departments were in the hands of all Headmasters. Owing to the difficulty of the times the number of boys who found employment when they left school was small but some Malays accepted posts in the ranks of the Federated Malay States Police and the Malay Regiment.

The Malay College, Kuala Kangsar, was the only school in the country which was purely a boarding school, though quite a number of others which are properly day schools had boarding establishments attached to them. The college is for Malays only, particularly those of royal blood or good family. At the beginning of 1934 there were 126 boys in residence; at the end there were 112, 15 having left and one having arrived in the course of the year. The pupils belonged to the four States of the Federation, to the Unfederated Malay States of Kelantan and Trengganu, to Johore and to Brunei. Formerly education was free, but since 1932 fees have been charged except in cases in which the Governors decided that exemption was justifiable. The staff at the end of the year consisted of the Headmaster, two European Assistant Masters and five local Assistant Masters; four of the latter being Malays. The health of the boys was satisfactory during the year. The Dental Surgeon, Selangor, visited the College in July. The College is now taking the Cambridge examinations in July. Twenty-two juniors sat of whom 16 passed. All boys were either scouts or cadets. The average strength of the scouts was three officers, 42 scouts and 18 tenderfeet; the troop was given a good report by the Acting Commissioner for Malaya. The troop also took part in the rally on the 24th November in honour of Lord Baden-Powell. The average strength of the cadets was three officers and 56 other ranks. The Corps was inspected by the Assistant Staff Officer to the Local Forces who gave a good report. Association football, cricket or hockey were played compulsorily by all boys three days a week; on the other days they had to busy themselves with fives, tennis, swimming or physical drill; all masters took part in the games. An athletic sports meeting was held in May, the prizes awarded for first places were bought with the profit from the school tuck-shop which is now run by the boys themselves. The three Malay Probationers appointed in 1933 left in May, 1934. The staff were able to give them some coaching and two passed in Law and General Orders. Six new probationers were appointed in July and are still at the College. Owing to other work no help can be given at present in Law. Three have passed in Colonial Regulations and General Orders.

number of teachers in 1933 was 398, 377 in 1934 and 398 teachers are trained. As the total number of schools at that date was 11,359, the average number of pupils a teacher was 28.5, an increase of 1.1 from 1933. Forty-eight teachers (43 men and 5 women) were European; 26 of the men, practically all of whom possessed honours degrees, and four of the women were employed in Government schools; these figures, however, exclude teachers employed at the Malay College. The female European staff in Government schools is engaged entirely in supervising primary education, particularly the first years of it, and its members are required to possess the Higher Froebel Certificate or some similar qualification. These qualifications are not insisted on in the case of missionary teachers, who are of two classes, (i) members of the Roman Catholic Monastic Teaching Orders who possess the teaching qualifications required by the Orders to which they belong, and (ii) Missionary Teachers who are not members of Monastic Orders and who as a rule possess British or American teaching qualifications. Three hundred and thirty-six of the local teachers had satisfactorily completed a course of training in Normal Classes or higher institutions, and of that number 304 possessed in addition Cambridge School Certificates at least; four of the local teachers were graduates of universities and 33 held the diploma of Raffles College, to which institution reference is made later in Chapters VI and VII. The races of the teachers were as follows: Europeans and Americans 48, Eurasians 47, Malays 22, Chinese 125, Indians 147, others 9.

Retrenchment of staff continued during the early part of 1934 though less drastically than in the previous year. The total number of teachers engaged in boys' and girls' schools combined amounted to 538 in 1934; in 1933 the figure was 593.

Student teachers drew allowances of \$50 a month (£70 a year). At the beginning of 1933 untrained men teachers were paid \$80 a month rising by annual increments of \$10 a month to \$100 (£112 a year rising by annual increments of £14 to £140), but from the 1st July men appointed as temporary untrained teachers were paid \$65 a month rising at the end of one year to \$70 a month (£91 a year rising to £98 a year). Trained local men teachers drew \$130 a month rising by annual increments of \$10 a month to \$300 a month (£182 a year rising by annual increments of £14 to £420). Five per cent. of the trained local teachers could be given superscale salaries of \$400 a month (£560 a year). Local teachers who obtained degrees of certain British Empire Universities might in the past receive in addition a pensionable allowance of \$50 a month (£70 a year) till promoted to superscale appointments, but this allowance was reduced to \$25 in the case of future appointments. Men missionary teachers were given allowances of \$300 a month (£420 a year) but this amount has now been reduced to \$250 a month (£350 a year). European masters in Government schools received \$400 a month rising by annual increments of

\$25 a month to \$800
of £35 to £1,120
number of super.
month to \$1,050

Government pay
in Government schools. The maximum pension that may
drawn is two-thirds of the final salary and it can be earned by
35 years' service. Government and the local lay teachers
employed in the mission and other aided schools contribute equal
amounts to provident funds established for the benefit of these
local teachers.

(ii).—CHINESE SCHOOLS—BOYS.

There is no Chinese school in the Federated Malay States
in which only secondary education is given. There are, however,
16 Chinese schools, 4 more than in 1933 (9 in Perak, 4 in
Selangor, 2 in Negri Sembilan and 1 in Pahang) which have
developed beyond the primary stage (a six-year course) and have
secondary departments. The secondary course in fully developed
"Middle Schools" in Chinese lasts for six years, but in
Malayan schools it is limited to three years, the first half of the
full course. There were approximately 622 boys attending these
schools in 1934.

Grants-in-aid which were previously paid to eight of
these schools in respect of their secondary departments were
discontinued in 1932.

(iii).—VOCATIONAL.

Technical Education was given in the Technical School,
Kuala Lumpur, an institution that was for a number of years
run by the Public Works Department but which was taken over
by the Education Department in January, 1931. Information
regarding this school will be found in Chapter VI.

Commercial Education.—There were no purely commercial
schools and no separate departments for purely commercial work
in any of the schools. Mention has been made earlier of the
extent of commercial education.

Industrial Education.—There were four schools engaged in
giving an industrial education—the Trade Schools at Kuala
Lumpur and Ipoh, and those at Bagan Serai and Rembau.

(a) The Trade Schools, Kuala Lumpur and Ipoh, are run on
similar lines and train youths to be fitters and motor mechanics;
the course lasting three years. The majority of the pupils receive
free education and a subsistence allowance and consequently
hundreds of applications for admission are received; Malays are
given preference. The staff of each school consists of a European
Instructor assisted by a technical instructor and local mechanics.
The Kuala Lumpur school has a part-time Principal in addition.
Despite adverse economic conditions the majority of the students
passing out have found employment. The total enrolment for
both schools was 165 (Kuala Lumpur school 91, Ipoh school 74).

owing to the continuation of financial support available for the equipment of additional equipment.

The School of Agriculture, Serdang.
The school is not under the control of the Education Department though the Chief Inspector of English Schools is ex-officio a member of the Advisory Committee; it is conducted by the Agricultural Department, and information concerning it is to be found in that department's report.

CHAPTER VII.

TRAINING OF TEACHERS.

(a).—TEACHERS IN MALAY VERNACULAR SCHOOLS.

As mentioned in Chapter IV those who are to become teachers in the Malay vernacular schools are first appointed pupil-teachers. Pupil-teachers are selected from the more promising of the boys in schools. As pupil-teachers they both study and teach till they attain their sixteenth birthdays at which period they sit for an examination, a pass in which qualifies them for admission to the Sultan Idris Training College, Tanjong Malim. Those who do best are accepted into the College and there they are given a three-year course of training in the Malay language and literature, Malay history, geography, arithmetic, hygiene, physical training, writing, drawing, basketry, theory and practice of teaching and religious knowledge (instruction in the Koran). Graduates of the College are designated "Trained Teachers".

The Sultan Idris Training College, the successor of the two older colleges, was opened in 1922 and though originally built to train teachers for the schools of the Federated Malay States and the Straits Settlements, now accepts small numbers of students from the Unfederated Malay States (Johore, Kedah, Kelantan, Trengganu and Perlis) and from Brunei and Sarawak. The cost of the establishment is borne by the State of Perak in the first instance and is subsequently apportioned between the States of the Federation, the Straits Settlements and the Unfederated States. The amount paid by the Federated Malay States and Straits Settlements respectively is proportionate to the number of students from each while the Unfederated Malay States pay a fixed sum for each pupil.

The College provides the highest course in Malay vernacular education obtainable in the Peninsula, while attached to it is a Translation Bureau which not only prepares the text-books required in the schools but also translates into the vernacular and sees through the press a variety of novels and books of general interest. It has, of course, a Practising School and in 1932 a building was acquired to house a definite Craft School.

The staff consisted of a Principal (Mr. O. T. Dussek), a European Master of Method, a European Art Superintendent, 16 Malay Assistant Masters and one Religious Instructor.

At the beginning of 1934 there were 357 students in residence, while at the end of the year the number was 354 and one Trengganu probationer. The corresponding figures for 1933 were 369 and 368. One hundred and eighty-four of the students were from the Federated Malay States, 96 from the Straits Settlements, 71 from the Unfederated Malay States and three from Brunei. The health of the students during the year was far from good owing chiefly to an epidemic of influenza which broke out at the beginning of the first term and was not subdued until the end of March. The College was lucky in that out of 44 cases treated at the Tanjong Malin Government Hospital the mortality was only one. Three slight cases of beri-beri, all of course imported, was discovered during the year but through appropriate measures were nipped in the bud. This was the first occurrence of beri-beri among the students in the history of the College.

Progress in the three main branches into which the school-work is divided—the ordinary school subjects, handicrafts and gardening, and practical teaching—was satisfactory. In the school subjects the standard aimed at approaches that of the Cambridge School Certificate but the standard attained varies in the different subjects, text-books in the vernacular not always being available. Art, handicraft and gardening made steady progress. The Practising School held a very successful combined Handicraft Exhibition and Parents' Day. For the first time a play was performed and was attended by a large and appreciative audience of parents.

At the entrance examination 146 Federated Malay States candidates sat for 58 places and 99 passed. Perlis and Sarawak conducted their own examination with the question papers set by the College.

The 117 first-year students all qualified to enter the second year classes, but three only just attained the minimum standard required.

The 119 second-year students all qualified to take the third-year classes.

The 118 third-year students passed the final examination of the course in December and were awarded certificates as follows:

First Class Certificates	...	...	...	11
Second Class Certificates	...	...	...	76
Third Class Certificates	...	...	...	25
Pass Certificates	...	...	...	6
				<hr/>
Total				118
				<hr/>

These results may be regarded as highly satisfactory.

By the end of 1934, 2,155 teachers had been trained in this and the earlier colleges—705 in the Malacca College, 200 in the Matang College and 1,250 in the Sultan Idris College.

Ten of the students who graduated in 1933 returned for a post-graduate course in art and handicrafts, the subjects of instruction being cotton-printing, batek work, pottery, lamp-shade making, book-binding, printing and book-binding. The work was in charge of the Art Superintendent, P. J. J. Malay State.

Amongst the activities of the College may be mentioned cinematograph exhibitions, entertainments provided by the two orchestras composed of masters and students, meetings of the Debating Society, the production of two numbers of the College magazine, etc. All kinds of indoor games were played with the usual enjoyment and keenness; the increase in the popularity of "bridge" and chess was particularly noticeable. Association football and hockey were the two major outdoor games; badminton and volley-ball were also played; each student takes part in some game or other at least four times a week if the weather and his health permit. The Twelfth Annual Athletic Sports Meeting was held in August. "Julius Caesar" was selected for the annual play and was rendered in a most convincing manner. The College contingent of the Malayan Volunteer Infantry had a strength of six officers and 191 other ranks, including recruits; shooting and the bugle band were much improved. The total strength of the Scout contingent during the year was 183.

The system of voluntary saving instituted in 1933 was continued and every student now has his own individual Post Office Saving Account which is transferred to his own State when he leaves.

The usual parades, etc., were held on the birthday of H.M. the King-Emperor, the birthday of H.H. the Sultan of Perak, Empire Day and Armistice Day.

The cost per student, exclusive of transport, was \$262.92 (£30 13s. 2d.) as compared with \$291.10 (£33 19s. 3d.) in 1933; these figures do not include any allowance for depreciation of buildings, for leave, salary and passages of masters, or for pensions but they include the cost of maintenance of buildings.

As previously mentioned there is a Malay translation bureau attached to the College. In 1934 it had a personnel of one senior translator, three Grade II translators, two Grade III translators and two Malay writers. During the year it was engaged in the translation of the following: Stories from Washington Irving, King Solomon's Mines, Prince and the Pauper, Nada the Lily, Captain Blood, An Account of a Visit to Mid-Europe. It translated "Infantry Training", Vol. I, for the Malay Regiment and a number of ordinances, pamphlets, etc., for other departments. It was engaged in the preparation of text-books for the Malay schools. It also revised and superintended the reprinting of a number of books. Its new publications were "Topeng Hitam", "Macbeth", "Lagu-lagu Keronchong II", "Chendera Mata", XXII and XXIII, Hujongan Kitab Hisab II", "Jolong Bachaan", "Batek" (the first craft book on batek process).

The production of the ten-cent series of books continued form a feature of the bureau's work; it is an attempt at healthy reading-matter at a cost within the reach of villager's purse. By the issue of plays in this class is hoped to provide both culture and amusement.

As an experiment a correspondence course of started by the bureau, the pupil being a vernacular school teacher at Papar in British North Borneo.

(b).—TEACHERS IN CHINESE VERNACULAR SCHOOLS.

No normal training for teachers in Chinese vernacular schools was supplied during 1934; the classes which had formerly been held in the Davidson Road School, Kuala Lumpur, were discontinued in 1932.

(c).—TEACHERS IN TAMIL VERNACULAR SCHOOLS.

No local arrangements existed for training these teachers. They were selected by the managers for the aided schools, and by the Inspector of Schools for the Government schools, on the advice of the Tamil Assistant Inspectors of Schools and of the Labour Department. So long as there is no Training College or Normal Classes for Tamil teachers it will not be possible to obtain locally-born trained teachers for these schools.

(d).—TEACHERS IN ENGLISH SCHOOLS.

There was no central college for the training of teachers for English school work. As in the past, the training provided was supplied at Normal Classes held generally at one centre in each State. There was one class in Ipoh and in Pahang the tuition was effected by correspondence. The students who attend these Normal Classes, men and women alike, are required to possess Cambridge School Certificates with credits in at least two of the subjects English, elementary mathematics, history, geography and drawing, or certificates accepted by the Director of Education in lieu thereof; they must also have satisfied the Education Department in an oral English examination. They must be at least sixteen years of age. Those selected are appointed student teachers and are attached to an English school for three years of training. In the mornings they spend at least two hours in the class-rooms studying teaching methods or themselves teaching prepared lessons. In the afternoons and on Saturday mornings they attend the Normal Classes. The Normal Class Instructors are European masters and mistresses, the majority being Government officers. The subjects of instruction are English (language and literature), the theory and practice of teaching, hygiene, physical training, and, in some centres, art. An examination has to be passed each year, those for the first and third years being conducted by the Chief Inspector of English Schools and that for the second year by the local Inspectors of Schools and the Instructors. Student teachers who pass the third year examination become "Trained Teachers".

In the session 1934-1935 no Normal Classes were held in the Federated Malay States. As mentioned earlier all the teachers employed in boys' schools were trained; only 22 out of the 140 teachers in girls' schools were untrained. To continue training teachers at the present time would be to produce and throw on the market men and women for whom no posts are available. The great majority of the trained teachers now employed are young and the casualty list is consequently small, and at the same time, owing to retrenchment, there are at the moment a number of teachers out of employment whose claims must be given first consideration when vacancies occur.

Yearly, in the past, certain students—who might be school pupils, student teachers or trained teachers—were selected and given three-year scholarships to Raffles College, there to undergo an educational course of university standard to fit them for the teaching of subjects in the secondary classes of the English schools. They were required to specialise in certain branches and when they satisfactorily completed their studies and returned to teaching they received in addition to the salary of the teachers trained in the Normal Classes the \$50 monthly allowance (£70 annually) mentioned in Chapter V as being paid to graduates of certain universities. For student teachers who joined Raffles College in 1932 or later the "graduate allowance" was reduced to \$25 a month (£35 a year). For the last two years, however, the probability that there will be no posts for such graduates for a few years to come has led to a temporary suspension of the scheme.

Two Federated Malay States students graduated from the college at the end of March but they were kept at the college for an additional year as no appointment was available for them.

CHAPTER VIII.

FEMALE EDUCATION.

A.—PRIMARY EDUCATION.

A primary education was obtainable by girls nearly everywhere either in girls' schools proper or in mixed schools or in boys' schools. Most vernacular schools admit a few children of the other sex than the one for which they are primarily intended, but the regulations lay down that there shall be a maximum age limit of 12 years for one of them.

...on each school table. In the
series of anything but the most spasmodic training for Malay
women teachers in such subjects as arithmetic, composition and
geography, the curriculum for girls' schools was planned to
include a larger amount of the standard handicraft work that
was done more within the home by the mistresses.

In the general subjects much of the work had to be left
to the supervision and help of the boys' school group teachers,
as the Assistant Supervisors (women) of the Malay Girls' Schools
could pay only infrequent visits, and their time on these
occasions was naturally taken up mainly with the needlework,
crafts, hygiene and drill. The teaching, as in the past, varied
from good to thoroughly bad; it was still very difficult to get
satisfactorily qualified teachers. Writing was generally good and
arithmetic improved in some schools, but geography was usually
very poorly taught.

Instruction in hygiene was given in every school, and there
was daily examination of clothes and of personal cleanliness.
Careful supervision has brought about an improvement, but it
could not be said that everywhere the standard was high.
Weakness of discipline in the homes, the unhygienic nature of
the homes, poverty, etc., all combine to render progress slow.
The financial stringency of the times showed itself in a decline
in the neatness and cleanliness of dress of some of the girls as
compared with the condition of affairs in more prosperous years
but on the whole an improvement was noticeable, particularly
in schools in which domestic science was taught.

Physical exercises and games are taken three times a week
with each class, but supervision is difficult and the standard
of the work varies widely from school to school. Folk games
continued to be taught and were thoroughly enjoyed. Badminton
is becoming popular and the bigger girls often show great
enthusiasm over the game. The prejudice against Malay girls
doing physical exercises out-of-doors is slowly dying, but there
still remained many village schools where local conservatism
insisted on exercises being done inside the school building.

Needlework was taught in all the girls' schools, and in the
boys' schools to which women teachers had been appointed.
The subject can be said to be improving, if rather slowly in
some schools. More care and attention is being given to details
of finish and cleanliness. Owing to lack of facilities for adequate
supervision in some of the out-of-the-way schools, however, the
standard of work varies greatly in this as in most of the other
subjects. The crafts taught included weaving, the making of
mengkuang (screw-pine) mats and baskets, lace-making and
pottery. The weaving suffered from lack of definite skilled
supervision; the teachers produce fabrics from time to time but
the pupils do not appear to learn much and seldom follow the
craft after leaving. Better work is done in mengkuang mat and
basket-making, in which good progress was made; the leaves
used are provided by the pupils. Raffia and paper-weaving were
taught in the lower standards of girls' schools.

It is reported that 558 girls passed the Standard V examination and were awarded leaving certificates; 302 were from Perak, 136 from Selangor, 42 from Negri Sembilan and 78 from Pahang.

The 82 schools were graded as follows: Eight excellent, 33 good, 26 moderately good, 12 fair, three unsatisfactory.

At the end of November the number of women teachers of all grades, including technical instructors, was 182 in the girls' schools and 16 in the boys' schools, a total of 198. In 1933 the figure was 212. Few can be considered as trained. The number of pupils to a teacher in the girls' schools was 30.

Since the abolition of the post of Lady Supervisor of Malay Girls' Schools in 1932 the work of supervising Malay girls' schools has been carried on by the three local Assistant Supervisors of Malay Girls' Schools (women) with the help of the group and visiting teachers of the boys' schools.

Improvement in the standard of teaching in Malay girls' schools must continue slow until such time as trained teachers graduate from the Training Centre for Malay Women Teachers, Malacca.

(b).—*Chinese Vernacular Schools for Girls.*

As for boys so for girls there were facilities for primary vernacular education for Chinese girls in all but the very smallest of villages. In 1934 the total number of girls attending Chinese vernacular schools (mostly boys' schools) was 6,892, an increase of 1,097 over the 1933 figure. The percentage of girls to boys receiving a Chinese vernacular education was 36.

Secondary vernacular education for Chinese girls was provided at two girls' schools and six mixed schools in Perak, one girls' school and two mixed in Selangor, two mixed schools in Negri Sembilan and at one mixed school in Pahang. There were 271 girls attending these schools at the end of 1934 as against 100 in 1933.

(c).—*Tamil Vernacular Schools for Girls.*

The only two schools exclusively for Tamil girls are in Perak and are run by Roman Catholic missionaries on a grant from Government.

A large number of girls attend boys' schools and at the end of November the figures were as follows:

	Girls.	Total enrolment (boys and girls).
In Government boys' schools ...	315	836
In Government-aided boys' schools ...	2,925	9,397
In private boys' schools ...	563	2,025
Totals ...	3,803	12,258

The percentage of girls to boys receiving a Tamil vernacular

... of women teachers ... schools were as ... (1933), aided ... were no women teachers ... total number of teachers, men and women ... was 442 (48 ...).

Needlework was taught in the Government schools and in one or two of the aided ones; the standard attained was good.

B.—ENGLISH EDUCATION.

There were no purely primary schools and no purely secondary schools for girls.

The schools are organised in much the same way as the English boys' schools (*see* Chapter V); points of difference are mentioned below.

There were 13 English girls' schools, all Government-aided. Six were managed by the Sisters of the Holy Infant Jesus, four by the Methodist Episcopal Church of America, two by the Church of England and one by the Plymouth Brethren. Five of them were in Perak, seven in Selangor and one in Negri Sembilan. These figures are the same as in 1933. All were situated in towns. The average enrolment was 4,420 and the percentage attendance 94.1, an increase of 70 in the average enrolment but a decrease of 0.9 in the percentage attendance when compared with the figures for 1933.

As has been mentioned in Chapter V a number of girls attended boys' schools; at the end of November the figures were as follows:

	No. of girls.
In Government boys' schools	342
In Government-aided boys' schools	159
In private boys' schools	389
Total	890

Of the 501 in Government or Government-aided schools, 235 were in Perak, 160 in Negri Sembilan, where there is only one girls' school, and 106 in Pahang, where there is no girls' school. Appendix I refers.

The percentage of girls in all Government and Government-aided English schools was 30.8; in other words there were three girls to every seven boys receiving an education in English.

Newcomers to the first Primary Class paid the new rate of fees—\$36 (£4 4s.) a year; all other classes paid at the old rates—\$24 (£2 16s.) a year up to and including Standard IV and \$36 a year for all classes above this standard; fees were payable monthly. Attendance was, of course, not compulsory.

Free education might be given on compassionate grounds as in the case of boys. The total number of girls enjoying free education in the Federated Malay States was 690, including 133 Malays; in 1933 it was 704 including 115 Malays.

Malay girls if they pass Standard III in a vernacular school satisfactorily at a reasonable age, may receive scholarships of \$10 a month (£14 a year) together with free education, or free education alone, at English schools. The holding of a scholarship and the privilege of free education are subject to yearly revision and girls who are doing unsatisfactorily may have the scholarship or the free education withdrawn. Twenty-nine Malay girls held scholarships. No Malay special classes for girls similar to those for boys were conducted but Malay girls received special treatment where such could be accorded, as it is imperative they should be promoted as rapidly as possible to enable them to take their place in the higher classes at the same age as other children.

Of the 4,371 girls on the enrolment at the end of November, 441 were Europeans or Eurasians, 253 Malays, 2,473 Chinese, 1,056 Indians and 148 of other race. Appendix II gives figures for another date.

Of the 4,371 girls on the enrolment at the end of November, 3,613 were in Primary Classes or Standards I to V (the Primary Division) and 758 in classes above these, 223 being in the two classes preparing pupils for the Cambridge Junior and School Certificate Examinations. The percentages of the total enrolment of each class of the total enrolments of the schools at that date were as follows:

Class.				Enrolment.	Percentage.
Primary	I	...	...	479	11.0
"	II	...	...	446	10.2
Standard	I	...	...	568	13.0
"	II	...	...	558	12.8
"	III	...	...	579	13.2
"	IV	...	...	518	11.9
"	V	...	...	465	10.6
"	VI	...	...	293	6.7
"	VII	...	...	242	5.5
Junior Certificate Class				140	3.2
School Certificate Class				83	1.9
Total				4,371	100.0

There is little difference in the average ages of girls and boys in corresponding standards.

The curriculum followed in English girls' schools is very much the same as that in the boys' schools except that needlework is a subject and that mathematics does not occupy so prominent a place though it is being paid more and more attention as the years pass. Hygiene, drawing and physical training all form part of the instruction given. The teaching of hygiene continued to improve; it is being made less bookish and more practical even for the older girls. Several branches of art teaching were generally to be found in each school. Physical training and games were taught in all schools though unsuitable clothing

...activities...
...practice...
...on a few...
...becoming...
...facilit...
...Book-keeping, and very...
...shorthand were taught in the secondary classes of...
...certain schools. In the primary classes several activities of...
...kindergarten provided occupation. The very high standard of...
...the needlework of previous years was well maintained.

All schools had libraries for their pupils and all had pianos. Most schools had gramophones, a few produced magazines and had literary and debating societies. Nearly all schools had book-shops and a few tuck-shops. A few schools had Girl Guide Troops and Brownie Packs and two ran Old Girls' Associations. Concerts were given in the course of the year at the majority of schools.

One hundred and twenty-six girls sat for the Cambridge Junior Local Certificate Examination and 67 passed, a percentage of 53.2; the 1933 figures were respectively 106, 67 and 63.2. For the School Certificate Examination the corresponding figures were 85, 41 and 48.2, the 1933 figures being 76, 51 and 67.1. A number of private candidates presented themselves for these examinations, the figures being 11 for the Junior Certificate of whom two passed, and six for the School Certificate of whom two passed. All of the 41 School Certificates were in the form of the Special Certificate for Malaya, *see* Chapter V, but 17 of them were equivalent in every respect to the ordinary Cambridge School Certificate. (Appendix IX refers.)

Of 127 girl candidates for the Junior Certificate who were presented in oral English, 97.6 per cent. passed in the subject, and of 86 for the School Certificate, 100 per cent. passed.

The local teachers for girls' schools are qualified in the same way and receive the same training as those for boys' schools (*see* Chapter VII). They can, however, attend classes in the theory of teaching in which special attention is devoted to training for work in primary and kindergarten classes; men also may attend these classes. In 1934, nine women were in training of whom five completed the course.

Student teachers drew allowances of \$50 a month (£70 a year). Women appointed as temporary untrained teachers were paid \$60 a month rising by annual increments of \$5 a month to \$70 a month (£84 a year rising by annual increments of £7 to £98). Trained local women teachers drew \$100 a month rising by annual increments of \$10 a month to \$200 a month (£140 a year rising by annual increments of £14 to £280). Five per cent. of the trained local women teachers might draw superscale salaries of \$300 a month (£420 a year). Local teachers who hold degrees of certain British Empire Universities might receive in addition a pensionable allowance of \$50 a month (£70 a year) till promoted to superscale appointments, but that

allowance has been reduced to \$25 for the future. A of \$200 a month (£280 a year) was given to each missionary teacher (European or American). In 1934, this rate was reduced to \$150 a month. European mistresses in Government schools to have a degree qualifying them to teach. Higher Froebel Certificate or similar qualifications. them to supervise kindergarten and primary work, received \$300 a month rising by annual increments of \$25 a month to \$500 a month (£420 a year rising by annual increments of £35 to £700). For these European mistresses there were three superscale posts in the combined Straits Settlements and Federated Malay States service of \$600 a month (£840 a year).

The number of women teachers employed in girls' schools in 1934 at the end of November was 140 as compared with 142 in 1933. Of these, 118 were trained. Forty-one were Europeans, 45 Eurasians, 31 Chinese, 20 Indians and three of other races. Thirteen of the Europeans and two of the others were graduates. The number of pupils to a teacher at that date was 31.5; the 1933 figure was 31.1. The number of women teachers in boys' schools was 21; it is not included in the previously mentioned figures. The staff of women teachers is naturally less stable than that of men teachers but it is becoming more satisfactory in that respect.

In Chapter V will be found information relating to pensions, etc., paid to local teachers, men and women.

CHAPTER IX.

PHYSICAL AND MORAL WELFARE.

A.—MEDICAL INSPECTION AND TEACHING OF HYGIENE.

Controlled schools were visited by Medical Officers and Health Officers and their assistants, and when necessity arose or time permitted the pupils were medically inspected. The time which could be given to this service, however, still continued to be less than previously. Girls' schools were inspected and the girls examined by Lady Medical Officers or by Health or Nursing Sisters. Schools in small villages and other places which could be reached by travelling road or river dispensaries were visited regularly and the dressers in charge attended to minor ailments and replenished the stock of simple medicines, quinine, iodine, etc., kept in such schools. English schools in the towns sent their pupils to the local hospitals for attention. Dental treatment was obtainable on occasion at the local infant welfare centres; a school Dental Surgeon was on duty throughout the year.

The usual attention was given to diseases of the eye, ear, teeth, skin, etc., slight decreases in the incidence of these generally being noted. The percentage of Malay girls who suffered from pediculosis capitis was still large but decreasing. Children who needed it received vaccination.

There had been a number of sports meetings held in all States or Territories. In 1905, 205 school sports meetings were held in all States.

In Malay schools, folk games were included in the ordinary curriculum.

Comparatively few Chinese vernacular schools organised sports but a number provided for such outdoor games as net-ball, volley-ball and badminton, and for indoor games like ping-pong, etc. It was only in a few of the larger schools that games were organised.

In Tamil vernacular schools little attention was paid to games.

(b) *Hostels*.—Of these there were nine, situated at Taiping (one), Kuala Kangsar (two) and Ipoh (one) in Perak, at Kuala Lumpur (two) in Selangor, at Seremban (one) and Kuala Pilah (one) in Negri Sembilan and at Kuala Lipis (one) in Pahang. They are intended to house Malay boys attending English schools whose homes are in out-of-the-way spots far from English school centres. The hostels have accommodation for about 40 pupils each on the average.

The Convents, all schools of the Christian Brothers, and practically all schools, boys and girls, of the Methodist Mission had boarding establishments attached to them. Many of the children accommodated in these were poor or orphaned.

C.—SCHOOL BUILDINGS AND EQUIPMENT.

(a) *English Schools*.—English schools were moderately full during the year but there were no large waiting lists as was sometimes the case in the past.

(b) *Malay Vernacular Schools*.—Temporary buildings and annexes were erected both by villagers and by the Public Works Departments in each State to relieve overcrowding and a number of minor works were executed by the Public Works Department. School furniture was made at the three carpentry schools from materials supplied by Government and was issued in replacement or to meet additional requirements.

(c) *Chinese Vernacular Schools*.—Schools are encouraged to make use of buildings specially designed for school purposes, but most of the smaller schools were still held in buildings originally intended to be shop-houses or dwelling-houses, and only slightly modified for the use to which they are now put.

(d) *Tamil Vernacular Schools*.—These are usually provided and built by the managements of estates which employ Tamil labour. The Education Department continued to insist on the minimum conditions required by Health Officers before registering new schools, but certain points to which it would be advisable to pay attention in ordinary times were allowed to stand over till economic conditions improve.

...with certain
...schools, then
...to the
...approval. The plans are very
...while those for Government buildings are given
...the plans for aided school buildings, especially
...those for buildings towards the erection of which Government is
...making a grant, receive little less. In the case of private schools
...the power of the Education Department is determined by the
...regulations, but even when recommendations cannot be enforced
...by law it is generally found that school managements are ready
...to accept and follow advice supplied to them; the result has
...been that the majority of the buildings recently erected for school
...purposes have been very suitable.

D.—MORAL AND RELIGIOUS INSTRUCTION.

Religious instruction is given in the schools of the Christian Brothers, the Convents, the schools of the American Methodist Mission, of the Church of England and of the Plymouth Brethren; it is not given in Government schools. It is taken either before or after the regular school hours, and no pupil can be compelled to be present at it or at any time of religious observance. Christian religious knowledge, however, continues to be offered at the Cambridge Local Examinations by many candidates who receive no teaching in it in their schools. Moral instruction in Government schools finds its place at the assembly, but the inculcating of the observance of right conduct is expected from every master at every period of the day, whether in school or out of school, both by practice and precept. Few teachers find discipline difficult to achieve. Malay boys receive instruction in the Koran, but this instruction takes place outside the ordinary school hours, usually in the afternoon, either in the school buildings or in the local mosques, and seldom at the hands of the ordinary school teacher. In many Chinese schools subjects such as ethics and civics occur in the time-tables of the upper classes; the teaching is based largely on the Chinese classics, though it has been modified by modern contact with the west and has been supplemented by stories from European history; there is no definitely religious teaching.

E.—ARRANGEMENTS FOR DEFECTIVE OR DELINQUENT CHILDREN.

There are no institutions in the Federated Malay States for defective or delinquent children, but the St. Nicholas Home, Penang, which is run by the Church of England, receives blind and physically defective children without restriction as to race or religion, and delinquent boys may on conviction by a Court be sent to the Reformatory in Singapore where they are taught trades and are given all the freedom that is possible in the circumstances.

CHAPTER X.

MISCELLANEOUS

(a).—CO-OPERATION WITH OTHER DEPARTMENTS.

The Education Department conducted the Junior promotion examination for the Government Clerical Service and provided marking examiners for all the ordinary subjects. It also conducted the examination for Probationerships in the Federated Malay States Malay Officers Service (Administrative Branch), the examination in Higher English for Interpreters, etc.

Mention has been made in Chapter IV of the continued close co-operation of the Department of Agriculture to which the high standard of the Malay school gardens is largely due. Examinations of gardens were carried out by the Agricultural Field Officers and their assistants, and the indebtedness of the Education Department to them is gratefully acknowledged. Thanks are due to the Medical and Health Department for the many school services to which it attends, to the Forest Department for continuing the issue of free permits to schools to collect basketry materials from forest reserves, to the Public Works Department for courteous attention to requests for repairs, etc., to District Officers and Penghulus for the very valuable and much appreciated assistance they render to all Malay schools, to the Chinese Protectorate for reports on the circumstances of Chinese applicants for remission of fees, to the Co-operative Department for help in running thrift societies, and to the Labour Department for assistance over matters connected with Tamil vernacular schools.

The Railway Department continued to supply third-class season tickets to scholars at half the usual season ticket rates. The Education Department paid the cost of these tickets to Malay school pupils, but discontinued paying it for pupils at other schools.

(b).—CO-OPERATION WITH MISSIONS.

All aided English schools are conducted by Missions—the Christian Brothers, the Methodist Episcopal Mission of America, the Sisters of the Holy Infant Jesus, and the Church of England. Government in 1934 met the difference between the receipts and the approved expenditure of these schools. It also makes generous contributions to provident funds for local lay teachers, and it often provides half the funds required for the erection of the school buildings.

The department acknowledges with thanks the great assistance provided by the authorities of the various Mission schools in lending their halls and premises for Cambridge Examinations, Boy Scout gatherings, etc.

The non-aided schools of the Methodist Mission increased considerably in numbers in 1934, but were generally not up to the standard of the aided schools. The other numerous private schools, however, suffered still worse by comparison.

(c) *BOY SCOUTS, GIRL GUIDES AND CADETS.*

(i) *Boy Scouts.*—Despite adverse financial conditions the Boy Scout Movement in the Federated Malay States kept up their enrolment and maintained a high standard of efficiency. Camps were held with a view to training officers and for scout and proved most successful. Inter-troop competitions were held in all States and troops were inspected by the Assistant Commissioner of Scouts for Malaya. The most important events of the year were the scout rallies at Kuala Kangsar and Kuala Lumpur, when the Chief Scout and Chief Guide, Lord and Lady Baden-Powell, visited Malaya on their way to the Australian Scout Jamboree. Lord and Lady Baden-Powell were greatly impressed with the smart turnout and the excellent displays given. Scouts took part in ceremonial parades on the King's Birthday, Empire Day and Armistice Day and assisted at their school prize-giving and sports days as well as at various public functions. It is encouraging to note that the progress of the scout movement in the Malay school troops is substantial.

The total number of scouts in the Federated Malay States in 1934 was 1,634 as compared with 1,758 in 1933.

(ii) *Girl Guides.*—The Girl Guide Companies are not as intimately connected with schools as the Boy Scout Troops and it is only occasionally that a unit is identified with one particular school. They generally serve a town or district, though practically all members are pupils of the Government or Government-aided English schools situated in their area. In 1934 the Federated Malay States Government contributed \$500 towards head-quarters expenses. Girl Guides and Brownies attended the rallies at Kuala Kangsar and Kuala Lumpur in November in honour of the visit of Lord and Lady Baden-Powell.

(iii) *Cadets.*—In 1934 the number of Cadet Corps in the Federated Malay States was reduced from 6 to 5 by the voluntary disbandment of one corps. The Corps were maintained at a high standard of efficiency despite substantial reductions in Government grants. Inspections by the Staff Officer to the Local Forces took place in October and commendation of the drill and "turn-out" was expressed. A high percentage of Cadet Proficiency Certificates were gained. King Edward VII School Cadet Corps, the previous holders, tied with the Cadet Corps of the Victoria Institution in the Leslie Shield Competition. The Cadet Corps took part in ceremonial parades for the King's Birthday, Armistice Day, Empire Day and at various school functions. The strength of the five Cadet units was: Officers 16, other ranks 514.

(d) *Adult Education.*—The only education that can be classed under the above heading and not under any other is that supplied at various evening classes and Chinese night schools.

Evening classes were continued as in previous years. The total enrolment for all classes, including those in technical subjects for Railway...

Chinese night schools existed to supply adult education, a few of them being confined to the education of Malays, particularly those who were domestic servants.

Some Chinese schools had afternoon classes for children who attended English schools in the morning. This is an arrangement which is viewed with little favour by the Education Department.

(e) *Registration of Schools.*—In 1934, as in previous years, considerable difficulty was created by the large number of small English schools which started and closed in the course of the year. In many the small enrolment did not necessitate registration, and in others there was delay before the buildings could be certified as hygienic. Managements changed often, and there was continual registration and cancellation of registration of these ephemeral institutions.

The following table gives the number of registered schools and teachers at the end of November, 1934:

	Perak.	Selangor.	Negri Sembilan.	Pahang.	F.M.S.
English schools ...	54 ...	52 ...	7 ...	8 ...	121
Vernacular schools—					
(a) Malay ...	273 ...	85 ...	89 ...	86 ...	533
(b) Tamil ...	126 ...	151 ...	60 ...	11 ...	348
(c) Chinese ...	158 ...	129 ...	49 ...	27 ...	363
Totals ...	611 ...	417 ...	205 ...	132 ...	1,365
Teachers in Chinese schools ...	488 ...	375 ...	115 ...	70 ...	1,048
Teachers in other schools ...	1,186 ...	822 ...	418 ...	239 ...	2,665
Totals ...	1,674 ...	1,197 ...	533 ...	309 ...	3,713

One supervisor and five teachers and supervisors in Chinese schools were prosecuted by the Assistant Director of Education for Chinese schools for running unregistered schools and all were convicted.

SINGAPORE,
5th June, 1935.

F. J. MORTEN,
Adviser on Education, Malay States.

GENERAL TABLE I.

ABSTRACT STATEMENT OF COLLEGES, SCHOOLS AND SCHOLARS AT THE END OF THE OFFICIAL YEAR 1934.

Population (F.M.S.).	Particulars.	Controlled Institutions.										Non- con- trolled institu- tions.	Grand Total.
		School Education, General.						School Education, Vocational.					
		University Education.		Purely secon- dary schools.	Com b i n e d secondary and primary schools.	Purely primary schools.	Total.	Train i n g college.	All other voca- tional schools.	Total.			
1	2	3	4	5	5 (a)	6	7	8	9	10	11	12	
European Non-European 6,350 1,706,746 (1931 Census)	Institutions.—												
	For Males Non-European	Nil	Nil	1	22	493	516	1	7	8	35	557	
	" Females "	"	"	...	19	94	113	...	...	...	4	117
	" Mixed "	"	"	...	21	303	324	...	...	...	488	812
	Total ...	Nil	Nil	1	62	890	953	1	7	8	525	1,486	
Percentage of Urban Non-urban Population 25.4 74.6	Pupils Enrolled.—												
	Males Non-European	Nil	Nil	508	14,170	42,192	56,870	354	300	654	16,296	73,826	
	Females "	"	"	...	4,560	19,710	24,270	...	...	...	7,894	32,164
	Total ...	Nil	Nil	508	18,730	61,902	81,140	354	300	654	24,190	105,984	

GENERAL TABLE II.
ABSTRACT STATEMENT OF GROSS EXPENDITURE ON EDUCATION FOR THE YEAR 1934.

Total Direct Expenditure on Education.											
University Education.			School Education, General.			School Education, Vocational.			Total.		
Arts and Science Colleges.		Colleges for Professional Training (Student Scholarships to Raffles College).	Combined Secondary and Primary Schools.	Primary Schools.	Training Schools.	All other Special Schools.					
2	3	4	5	6	7						
\$	\$	\$	\$	\$	\$	\$					
Nil	6,359	1,103,032	1,127,832	79,106	82,201	2,398,530					
...	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.					
	741 17 8	128,687 1 4	131,580 8 0	9,229 0 8	9,590 2 4	279,828 10 0					
Total Indirect Expenditure on Education.											
University.		Scholarships.	Buildings, Furniture and Apparatus.	Miscellaneous.	Total.	Total Expenditure on Education.	Total Expenditure from Federal Revenue.	Percentage of Expenditure from Federal Revenue on Education to total Expenditure from Federal Revenue.		Amount spent on Education from Federal Revenue per head of population.	
9	10	11	12	13	14	15	16	17	18		
	\$	\$	\$	\$	\$	\$	\$	%	\$ c.		
Nil	159,556	47,948	70,071	14,950	292,525	2,691,055	47,211,228	5.7	1 57		
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	...	s. d.		
	18,614 17 4	5,593 18 8	8,174 19 0	1,744 3 4	34,127 18 4	313,956 8 4	5,507,976 12 0		3 7		
Federal Revenue... ..											
Equivalent in Sterling Money (At 2s. 4d. to the Dollar) ...											

GENERAL TABLE III.

COLLEGES, SCHOOLS AND SCHOLARS FOR THE YEAR 1934.

Class of Institutions.	Controlled Institutions under Public Management.						Controlled Institutions under Private Management.							Grand total of institutions public and private management.	Grand total of scholars public and private management.	English.	Average daily attendance.
	Managed by Government.			Maintained from Local Public Funds.			Aided by Government or Local Public Funds.				Unaided.						
	Number of Institutions.	Number of scholars on the roll.	Average daily attendance.	Number of Institutions.	Number of scholars on the roll.	Average daily attendance.	Number of Institutions.	Number of scholars on the roll.	Average daily attendance.	Number of Institutions.	Number of scholars on the roll.	Average daily attendance.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
School Education—																	
Combined Secondary and Primary Schools—																	
(a) General (Boys and Girls) ...	23	6,543	6,315	...	...	...	32	12,041	11,390	33	3,731	3,339	88	22,315	17,675	4,910
(b) Vocational (Boys)...	8	654	630	...	...	...	...	...	...	...	...	...	8	654	185	469
Total ...	31	7,197	6,945	...	...	...	32	12,041	11,390	33	3,731	3,339	96	22,969	17,860	5,409
Primary Schools—																	
General (Boys and Girls) ...	548	42,822	39,523	...	...	...	350	19,734	17,628	492	20,459	17,020	1,390	83,015	3,085	79,930
Grand Total ...	579	50,019	46,468	...	...	...	382	31,775	29,018	525	24,190	21,259	1,486	105,984	20,645	85,339

GENERAL TABLE IV.
RESULTS OF PUBLIC EXAMINATIONS DURING THE YEAR 1934.

Name of Examination.	Number of scholars who completed during the year the course of studies prescribed for the examinations.					Number of candidates.				Number passed.					Race of candidates passed.				
	Institutions under public management.				Total.	Institutions under public management.				Total.	Institutions under public management.				Total.	Europeans and Eurasians.	Malays.	(Chinese).	Indians.
	Institutions under public management.	Aided Institutions.	Other Institutions.	Total.		Institutions under public management.	Aided Institutions.	Other Institutions.	Total.		Institutions under public management.	Aided Institutions.	Other Institutions.	Total.					
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17			
Trinity College of Music—																			
Females—Practical	...	6	...	6	6	...	...	...	...	...	6	6	...	3	...	...	...
" Theory	...	5	...	5	5	...	...	...	...	...	5	5	...	3	...	...	...
Senior Cambridge—																			
Males	303	279	133	715	287	258	128	673	185	158	27	370	25	66	181	95	...		
Females	...	85	6	91	...	85	6	91	...	41	2	43	12	...	20	11	...		
Junior Cambridge—																			
Males	384	353	275	1,012	357	328	272	957	238	208	56	502	23	116	257	103	...		
Females	2	129	11	142	2	124	11	137	1	66	2	69	13	3	37	16	...		
London Chamber of Commerce—																			
Senior—Males	...	...	47	47	...	...	47	47	...	...	20	20	...	2	10	8	...
Junior—Males	...	...	94	94	...	...	94	94	...	...	54	54	6	2	21	25	...
" Females	...	...	4	4	...	...	4	4	...	...	4	4	1	...	3	...	...

NUMBER AND QUALIFICATIONS OF TEACHERS IN CONTROLLED INSTITUTIONS FOR THE YEAR 1934.

Scanned with CamScanner

GENERAL TABLE VI.
GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS.

	Colleges. (F.M.S. contribution towards Raffles College and Medical College.)		Government English Schools.		Aided English Schools.		Vernacular Schools.		Training Institutions. (Sultan Idris College and N. Classes.)		Other Vocational Schools.	
	1		2		2 (a)		3		4		5	
	Male and Female.	Male.	Male.	Female.	Male.	Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.	Male and Female.
Maintenance charges ...	\$ 172,588 £ s. d. 20,135 5 4	\$ 853,133 £ s. d. 99,532 3 8	\$ 365,976 £ s. d. 42,697 4 0	\$ 212,358 £ s. d. 24,775 2 0	\$ 1,025,076 £ s. d. 119,592 4 0	\$ 79,106 £ s. d. 9,229 0 8	\$ 82,201 £ s. d. 9,590 2 4					
Capital expenditure ...	...	\$ 13,651 £ s. d. 1,592 12 4	\$ 992 £ s. d. 115 14 8	\$ 800 £ s. d. 93 6 8	\$ 37,333 £ s. d. 4,355 10 4	\$ 4,207 £ s. d. 490 16 4	\$ 3,500 £ s. d. 425 6 8					
Total ...	\$ 172,588 £ s. d. 20,135 5 4	\$ 866,784 £ s. d. 101,124 16 0	\$ 366,968 £ s. d. 42,812 18 8	\$ 213,158 £ s. d. 24,868 8 8	\$ 1,062,409 £ s. d. 123,947 14 4	\$ 83,313 £ s. d. 9,719 17 0	\$ 85,761 £ s. d. 9,938 3 0					
Total in Sterling money ...	\$ 702 £ s. d. 81 18 0	\$ 140 £ s. d. 16 6 8	\$ 70 £ s. d. 8 3 4	\$ 48 £ s. d. 5 12 0	\$ 23 £ s. d. 2 13 8	\$ 235 £ s. d. 27 8 4	\$ 127 £ s. d. 15 1 1					
Total average cost per pupil ...												

GENERAL TABLE VI—(cont.)
GROSS EXPENDITURE ON CONTROLLED INSTITUTIONS—(cont.)

	Total.	From Federal Revenue.	From Fees.	From Mission or Denominational Funds.	From Other Sources. (Education rate, etc.)	To.
	6	7	8	9	10	11
	Male and Female.					
Maintenance charges ...	\$ 2,790,438	\$ 2,277,318	\$ 242,444	\$ 6,773	\$ 263,903	
	£ s. d. 325,551 2 0	£ s. d. 265,687 2 0	£ s. d. 28,285 2 8	£ s. d. 790 3 8	£ s. d. 30,788 13 8	
Capital expenditure ...	\$ 60,483	\$ 58,691	...	\$ 1,792	...	60,483
	£ s. d. 7,056 7 0	£ s. d. 6,847 5 8	...	£ s. d. 209 1 4	...	£ 7,056 7 0
Total ...	\$ 2,850,921	\$ 2,336,009	\$ 242,444	\$ 8,565	\$ 263,903	\$ 2,850,921
Total in Sterling money ...	£ s. d. 332,607 9 0	£ s. d. 272,634 7 8	£ s. d. 28,285 2 8	£ s. d. 999 5 0	£ s. d. 30,788 13 8	£ s. d. 332,607 9 0
Total average cost per pupil ...	\$ 48	\$ 40	...	...	...	\$ 48
	£ s. d. 5 12 0	£ s. d. 4 13 4	...	...	...	£ s. d. 5 12 0

APPENDIX I.

TABLE OF ENGLISH SCHOOLS AND PUPILS UNDER GOVERNMENT SUPERVISION.

Class of schools.	Number of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
GOVERNMENT BOYS.								
Perak ...	9	9	2,510	2,494	2,441	2,413	97.2	96.8
Selangor ...	6	5	2,590	2,202	2,497	2,133	96.4	96.8
Negri Sembilan ...	4	4	824	861	783	818	95.0	95.0
Pahang ...	5	5	619	623	594	586	95.9	94.0
Total ...	24	23	6,543	6,180	6,315	5,950	96.5	96.2
AIDED BOYS.								
Perak ...	7	7	2,862	2,730	2,732	2,596	95.4	95.1
Selangor ...	3	3	1,887	1,887	1,813	1,811	96.0	95.9
Negri Sembilan ...	2	2	775	591	740	552	95.5	93.4
Pahang * ...								
Total ...	12	12	5,524	5,208	5,285	4,959	95.6	95.2
AIDED GIRLS.								
Perak ...	5	5	1,665	1,650	1,575	1,558	94.5	94.4
Selangor ...	7	7	2,327	2,416	2,206	2,280	94.4	94.3
Negri Sembilan ...	1	1	358	354	352	332	98.3	93.7
Pahang * ...								
Total ...	13	13	4,350	4,420	4,133	4,170	95.0	94.3
GRAND TOTAL ...	49	48	16,417	15,808	15,733	15,079	95.8	95.3

* No aided English schools in Pahang.

APPENDIX II.

NATIONALITY OF PUPILS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri Sembilan.		Pahang.		Federated Malay States.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Europeans and Eurasians ...	176	146	261	254	65	57	9	4	511	461
Malays ...	1,034	86	603	157	351	49	136	10	2,124	302
Chinese ...	2,659	1,040	2,079	1,166	426	201	224	41	5,388	2,448
Indians ...	1,312	363	1,059	712	448	205	146	49	2,965	1,329
Others ...	24	19	87	127	7	10	1	3	119	159
Total ...	5,205	1,654	4,089	2,416	1,297	522	516	107	11,107	4,699

APPENDIX III.

NATIONALITY OF TEACHERS IN ENGLISH SCHOOLS.

Nationality.	Perak.		Selangor.		Negri Sembilan.		Pahang.		Federated Malay States.	
	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.
British ...	8	18	11	15	6	5	...	...	25	38
French ...	5	2	...	3	...	2	...	...	5	7
German ...	2	...	1	...	...	...	...	...	3	...
American ...	5	5	3	3	1	...	...	...	9	8
Eurasians ...	17	21	10	29	9	7	...	...	36	57
Malays ...	11	...	6	...	5	...	...	...	22	...
Chinese ...	58	15	55	15	8	2	5	...	126	32
Indians ...	60	9	43	13	24	1	20	...	147	23
Others ...	...	2	4	1	5	1	...	...	9	4
Total ...	166	72	133	79	58	18	25	...	382	169

APPENDIX IV.

QUALIFICATIONS OF TEACHERS IN GOVERNMENT AND AIDED ENGLISH SCHOOLS.

	Seniors.	Superscale Appointments.		Men Teachers with Senior Cambridge and Normal Class.	Women Teachers with Senior Cambridge and Normal Class.	Men Teachers with Normal Class Certificate.	Women Teachers with Normal Class Certificate.	Men Teachers with Senior Cambridge Certificate.	Women Teachers with Senior Cambridge Certificate.	Teachers with Junior Cambridge or VII Std. Certificate.	Study Teacher.
		Men Teachers.	Women Teachers.								
GOVERNMENT.				Class I.	Class II.	Class IIIA.	Class IIIB.	Class IVA.	Class IV B.	Class V.	
Perak ...	8	3	...	65	2	4	5	...	...	...	...
Selangor ...	8	3	...	65	2	1	1	...	...	...	...
Negri Sembilan	3	...	...	29	1	3	2	...	...	...	...
Pahang ...	...	...	...	24	...	1	...	...	...	...	...
Total ...	19	6	...	183	5	9	8	...	...	...	...
AIDED.											
Perak ...	44	...	...	62	22	7	5	...	5	6	...
Selangor ...	37	...	...	37	38	5	8	...	5	2	...
Negri Sembilan	15	...	...	12	3	3	1	...	3	1	...
Pahang *	...	...	...	...	...	...	...	...	...	...	...
Total ...	96	...	...	111	63	15	14	...	13	9	...
GRAND TOTAL	115	6	...	294	68	24	22	...	13	9	...

* No aided English schools in Pahang.

APPENDIX V.

ACCOMMODATION IN GOVERNMENT ENGLISH SCHOOLS.

State.	Schools.	No. of pupils at 15 sq. ft. per head.*	No. of pupils actually accom- modated.
Perak	King Edward VII, Taiping	880	616
	Anderson School, Ipoh ...	720	494
	Clifford School, K. Kangsar	480	339
	Maxwell School, Ipoh ...	180	105
	English School, Batu Gajah	450	355
	Do. Gopeng ...	160	88
	Do. Tronoh ...	160	119
	Do. Tapah ...	263	214
	Do. Kamunting	240	151
Selangor	Victoria Institution, Kuala Lumpur ...	640	508
	Batu Road School, Kuala Lumpur ...	720	663
	Pasar Road School, Kuala Lumpur ...	560	387
	High School, Kajang ...	560	318
	Do. Klang ...	560	326
	King George V School, Seremban ...	570	419
N. Sembilan	English School, Kuala Pilah	384	263
	Do. Tampin ...	240	120
	Do. Port Dickson	150	80
	Clifford School, K. Lipis ...	320	174
Pahang	English School, Raub ...	240	113
	Do. Bentong ...	323	150
	Do. Kuantan..	187	164
	Do. Pekan ...	80	22
Total ..		9,067	6,188

* Allowing a maximum of 40 pupils per class-room.

APPENDIX VI

ACCOMMODATION IN AIDED SCHOOLS

		SCHOOLS		ACCOMMODATION	
		SCHOOLS		ACCOMMODATION	
		SCHOOLS		ACCOMMODATION	
Methodist Episcopal	Anglo-Chinese, Ipoh ...	1,031	662		
	" Kampar ...	349	242		
	" Teluk Anson ...	544	369		
	" Parit Buntar ...	331	299		
	" Sitiawan ...	270	140		
	Anglo-Chinese Girls', Ipoh ...	510	383		
	Treacher Girls', Taiping ...	300	274		
	Methodist Boys', Kuala Lumpur ...	880	757		
	Methodist Girls', Kuala Lumpur ...	570	488		
	Anglo-Chinese, Klang ...	600	390		
	Methodist Girls', Klang ...	180	141		
	Anglo-Chinese, Seremban ...	511	294		
Total, 12 schools ...		6,076	4,440		
Christian Brothers	St. George's, Taiping ...	642	558		
	St. Michael's, Ipoh ...	398	451		
	St. John's Institution, Kuala Lumpur ...	820	740		
	St. Paul's Institution, Seremban ...	289	320		
	Total, 4 schools ...	2,149	2,069		
Sisters of the Holy Infant Jesus	Convent, Taiping ...	400	298		
	" Ipoh ...	700	523		
	" Teluk Anson ...	360	172		
	" Kuala Lumpur ...	1,000	841		
	" Klang ...	400	184		
	" Seremban ...	700	364		
Total, 6 schools ...		3,560	2,382		
Church of England	St. Mary's Girls' School, Kuala Lumpur ...	360	224		
	Pudu English School, Kuala Lumpur ...	360	336		
	Total, 2 schools ...	720	560		
Plymouth Brethren ...	Bukit Bintang Girls', Kuala Lumpur ...	240	202		

APPENDIX VI.

ACCOMMODATION IN AIDED ENGLISH SCHOOLS

Governing body.	Schools.	No. of pupils at 15 sq. ft. per pupil.	No. of pupils actually accommodated.
Methodist Episcopal	Anglo-Chinese, Ipoh ...	1,031	662
	„ Kampar ...	349	243
	„ Teluk Anson ...	544	369
	„ Parit Buntar ...	331	299
	„ Sitiawan ...	270	140
	Anglo-Chinese Girls', Ipoh...	510	383
	Treacher Girls', Taiping ...	300	274
	Methodist Boys', Kuala Lumpur ...	880	757
	Methodist Girls', Kuala Lumpur ...	570	488
	Anglo-Chinese, Klang ...	600	390
	Methodist Girls', Klang ...	180	141
	Anglo-Chinese, Seremban ...	511	294
	Total, 12 schools ...	6,076	4,440
Christian Brothers	St. George's, Taiping ...	642	558
	St. Michael's, Ipoh ...	398	451
	St. John's Institution, Kuala Lumpur ...	820	740
	St. Paul's Institution, Seremban ...	289	320
	Total, 4 schools ...	2,149	2,069
Sisters of the Holy Infant Jesus	Convent, Taiping ...	400	298
	„ Ipoh ...	700	523
	„ Teluk Anson ...	360	172
	„ Kuala Lumpur ...	1,000	841
	„ Klang ...	400	184
	„ Seremban ...	700	364
	Total, 6 schools ...	3,560	2,382
Church of England	St. Mary's Girls' School, Kuala Lumpur ...	360	224
	Pudu English School, Kuala Lumpur ...	360	336
	Total, 2 schools ...	720	560
Plymouth Brethren ...	Bukit Bintang Girls', Kuala Lumpur ...	240	202
	GRAND TOTAL, 25 SCHOOLS	12,745	9,653

* Allowing a maximum of 40 pupils per class-room.

APPENDIX VII.

DETAILS OF STAFF AND GRANTS IN AIDED ENGLISH SCHOOLS.

Mission.	Schools.	Missionary.	Lay.	Average enrollment.	Average attendance.	Grant for 1934.	Average cost per head to Government.
						\$ c.	\$ c.
Methodist Episcopal	A.C.S., Ipoh ...	3	18	667	644	34,337 50	51 48
	" Kampar ...	...	10	248	239	16,378 19	66 04
	" Teluk Anson ...	1	13	371	347	21,371 11	57 60
	" Parit Buntar ...	...	9	306	285	22,180 91	72 49
	" Sitiawan ...	1	6	140	131	8,826 22	63 04
	" Girls', Ipoh ...	2	11	384	363	13,429 27	34 97
	Treacher Girls', Taiping ...	2	9	286	276	12,369 15	43 25
	Methodist Boys', Kuala Lumpur ...	3	20	757	737	35,884 10	47 40
	Methodist Girls', Kuala Lumpur ...	3	13	488	467	14,364 04	29 43
	Methodist Girls', Klang ...	1	4	141	133	4,279 28	30 35
	A.C.S., Klang ...	1	11	390	369	20,681 72	53 03
	" Seremban ...	1	9	286	260	12,492 31	43 68
	Total ...	18	133	4,464	4,251	216,593 80	48 52
Christian Brothers	St. George's, Taiping	8	10	556	531	26,961 07	48 49
	St. Michael's, Ipoh ...	6	7	442	419	21,754 01	49 22
	St. John's, K. Lumpur	11	11	740	705	33,326 06	45 04
	St. Paul's, Seremban	7	7	305	292	21,014 98	68 90
	Total ...	32	35	2,043	1,947	103,056 12	50 44
Sisters of the Holy Infant Jesus	Convent, Taiping ...	7	4	299	280	11,836 16	39 59
	" Ipoh ...	9	8	512	482	12,528 02	24 47
	" Teluk Anson ...	3	4	169	157	4,777 03	28 27
	" K. Lumpur ...	12	14	841	786	21,204 96	25 21
	" Klang ...	2	4	184	172	5,070 81	27 56
	" Seremban ...	7	7	354	332	10,027 60	28 33
	Total ...	40	41	2,359	2,209	65,444 58	27 74
Church of England	St. Mary's, K. Lumpur	1	6	224	210	8,304 29	37 07
	Pudu English, Kuala Lumpur ...	2	7	336	319	9,107 28	27 11
	Total ...	3	13	560	529	17,411 57	31 09
Plymouth Brethren	Bukit Bintang Girls', Kuala Lumpur ...	1	5	202	193	9,781 73	48 42
	GRAND TOTAL ...	94	227	9,628	9,129	412,287 80	42 82

APPENDIX VIII.

CLASSIFICATION OF PUPILS ON THE AVERAGE ENROLMENT
IN DIFFERENT DEPARTMENTS.

State.	Up to and including Standard IV.		Standards V. VI and VII.		Junior and Senior Cambridge Classes.		Total.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Perak	3,228	1,168	1,366	389	630	93	5,224	1,650
Selangor	2,428	1,731	1,094	567	567	118	4,089	2,416
Negri Sembilan	713	398	397	91	182	25	1,292	514
Pahang	359	96	133	11	24	...	516	107
Total	6,728	3,393	2,990	1,058	1,403	236	11,121	4,687

STAFF OF GOVERNMENT MALAY SCHOOLS.

	Perak.	Selangor.	Negri Sembilan.	Pahang.	Total Federal Malay S.
Boys' Schools.					
Teachers, Special Class ...	4	1	2	...	7
„ Class IA ...	24	20	13	4	61
„ „ IB (Untrained)	5	2	5	9	21
„ „ IIA (Trained) ...	200	52	56	44	352
„ „ IIB (Untrained)	13	15	42	6	76
„ „ IIIA (Trained) ...	177	128	116	87	508
„ „ IIIB (Untrained)	42	2	4	5	53
„ „ IV Probationers	83	62	16	20	181
Technical Instructors ...	16	2	...	3	21
Total ...	564	284	254	178	1,280
GIRLS' SCHOOLS.					
Teachers, Class I ...	36	3	5	...	44
„ „ II ...	20	13	1	2	36
„ „ III ...	79	27	13	8	127
Technical Instructors ...	1	...	1	3	5
Total ...	136	43	20	13	212
GRAND TOTAL ...	700	327	274	191	1,492
Average number of pupils entered	19,852	9,379	8,614	5,318	43,163
Average number of pupils per teacher ...	28	29	31	28	29

APPENDIX XII.

TABLE OF MALAY SCHOOLS AND PUPILS.

	No. of schools.		Average enrolment.		Average attendance.		Percentage of attendance.	
	1933.	1934.	1933.	1934.	1933.	1934.	1933.	1934.
BOYS.								
Perak	211	211	15,006	16,382	13,595	15,088	90.5	92.1
Selangor	78	78	8,618	8,677	8,025	8,132	93.1	93.7
Negri Sembilan	80	81	6,769	6,898	6,315	6,468	93.0	93.7
Pahang	80	81	4,823	4,758	4,340	4,320	89.9	90.7
Total ...	449	451	35,216	36,715	32,275	34,008	91.6	92.6
GIRLS.								
Perak	61	62	3,330	3,470	3,018	3,140	90.6	90.5
Selangor	7	7	688	709	643	661	93.4	93.3
Negri Sembilan	8	8	500	474	465	438	93.0	92.5
Pahang	5	5	242	229	219	206	90.5	89.9
Total ...	81	82	4,760	4,882	4,345	4,445	91.2	91.0
GRAND TOTAL ...	530	533	39,976	41,597	36,620	38,453	91.6	92.4

APPENDIX XIII.
TABLE OF ALL TAMIL SCHOOLS, PUPILS AND TEACHERS.

State.	Government.			Estado.			Mission.			Private.			Total.		
	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.	Schools.	Pupils.	Teachers.
Perak ...	8	501	19	104	3,377	120	6	417	14	8	582	20	126	4,877	173
Selangor ...	4	310	10	91	3,165	100	...	...	...	4	472	15	99	3,947	125
Negri Sembilan	1	64	2	55	1,704	59	1	40	1	3	147	6	60	1,957	65
Pahang...	...	...	...	7	164	7	...	...	...	4	206	7	11	379	...
Total ...	13	875	31	257	8,410	286	7	457	15	19	1,407	48	296	11,149	367

* Boys ... 7,633

Girls ... 3,516

11,149

+ Male ... 356

Female ... 24

380

APPENDIX XIV.

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO TAMIL AIDED SCHOOLS.

State.	Number of schools.			Average enrolment.			Average attendance.			Amount of grants paid.			Total grants paid in each State.
	Estate.	Mission.	Private.	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	Estate schools.	Mission schools.	Private schools.	
Perak ...	80	5	6	2,855	396	482	2,464	356	409	\$ 14,270 00	\$ 2,130 00	\$ 2,208 00	18,608
Selangor ...	91	..	4	3,165	...	472	2,820	...	395	18,400 76	...	1,971 51	20,372 ..
Negri Sembilan ...	55	1	3	1,649	35	133	1,434	31	114	5,889 00	168 00	552 00	6,609 00
Pahang ...	3	...	3	97	...	173	86	...	149	642 00	...	640 00	1,282 00
Total ...	229	6	16	7,766	431	1,260	6,804	387	1,067	39,201 76	2,298 00	5,371 51	46,871 27

APPENDIX XV.
TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS.

TABLE OF CHINESE SCHOOLS, PUPILS AND TEACHERS.																	
State.	MODERN.												OLD STYLE.				
	Public.			Mission.			Night.			Private.			Private.				
	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	Pupils.	Tchrs.	Schools.	
Perak ...	120	11,036	437	5	234	9	2	24	2	9	360	16	22	678	24	158	12,332
Selangor ...	84	7,072	306	4	302	10	3	181	11	18	585	24	20	651	24	129	8,794
Negri Sembilan ...	38	2,514	103	2	96	3	1	16	1	1	16	1	7	234	7	49	2,746
Pahang ...	19	1,496	61	...	...	...	...	...	...	3	112	4	5	137	5	27	1,633
Total ...	261	22,118	907	11	632	22	6	221	14	31	1,073	45	54	1,700	60	363	23,744
																	1,048

* Boys ... 18,852
Girls ... 6,892

25,744

APPENDIX XVI.

STATEMENT SHOWING AMOUNT OF GRANTS-IN-AID PAID TO CHINESE AIDED SCHOOLS.

State.				No. of schools.	Amount of grants paid.	Enrolment.	Average attendance.	Average cost per capita.
					\$ c.			\$ c.
Perak ...	...	...	...	69	54,897 00	8,530	7,673	8 04
Selangor	...	...	...	31	20,754 50	3,680	3,420	7 34
Negri Sembilan	...	...	...	4	2,354 00	436	403	6 17
Pahang	...	...	...	2	558 50	144	135	5 68
Total				106	78,564 00	12,790	11,631	6 75

APPENDIX XVII.

BRANCHES OF EDUCATION, 1934

TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION, 1934
(Percentage of Departmental Expenditure less Head-quarters Charges.
(Total Expenditure \$2,523,232.)

Branches of Education.	Numbers of Students.						(Total Expenditure less Head-quarters Charges.)					
	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	Federated Malay States.	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	
1. English—												
(a) Secondary	1,703	1,709	500	113	112*	4,137	13	27	15	11	31*	
(b) Primary	5,156	4,796	1,306	523	...	11,781	39	39	32	24	2	
2. Vernacular—												
(a) Malay	20,543	9,379	8,613	4,987	354†	43,876	36	24	45	61	34†	
(b) Chinese	8,530	4,030	436	144	...	13,140	5	3	1	...	3	
(c) Tamil	4,284	3,947	1,955	270	...	10,456	4	4	3	1	9	
3. Commercial	...	344	...	...	...	344	...	...	...	...	...
4. Vocational—												
(a) Technical School	102	86	36	15	86	86	3	3	4	3	16	
(b) Trade School	...	...	...	...	...	239	...	...	...	...	...
Totals	40,318	24,291	12,846	6,052	552	84,059	100	100	100	100	100	

* Malay College, Kuala Kangsar (Residential school.)

† Sultan Idris Training College (Residential school.)

APPENDIX XVII—(cont.)

TABLE SHOWING PERCENTAGE OF COST UNDER VARIOUS BRANCHES OF EDUCATION, 1934—1935

Branches of Education.	Percentage of Public Works Department Expenditure on the Whole Department. (Total Expenditure \$61,018.)						Percentage of Total Expenditure, Personal Expenditures, Other Charges, Special Expenditure and Public Works Department Expenditure. (Total Expenditure \$2,554,250.)					
	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	Federated Malay States.	Perak.	Selangor.	Negri Sembilan.	Pahang.	Federal.	Federated Malay States.
	%	%	%	%	%	%	%	%	%	%	%	%
1. English—												
(a) Secondary	...	...	4	1	...	2	13	27	15	10	32	18.3
(b) Primary	...	32	13	6	...	22	38	39	32	23	6	34.0
2. Vernacular—												
(a) Malay	...	66	83	92	100†	75	37	24	46	63	38	34.7
(b) Chinese	...	...	...	...	...	...	5	3	1	...	5	6.3
(c) Tamil	...	2	...	1	...	1	4	4	2	1	...	3.2
3. Commercial	...	...	...	...	...	...	...	...	...	...	...	0.6
4. Vocational—												
(a) Technical School	...	...	...	...	...	...	...	...	...	...	16	1.2
(b) Trade School	...	...	...	...	...	...	3	3	4	3	...	2.7
Totals	100	...	100	100	100	100	100	100	100	100	100	100.0

* Figures for P.W.D. Expenditure in Selangor are not available.

† Sultan Idris Training College (Residential school.)

FEES, RULES GOVERNING EXEMPTIONS, AND SCHOLARSHIPS.

ENGLISH SCHOOLS.

The fees payable in Government schools and the fees at which the aided schools are required to account for the purposes of grant-in-aid are as follows:

A.

For pupils enrolled prior to 1st January, 1934:

	Boys.	Girls.
I.—Monthly fee for pupils up to and including Standard IV ...	\$2.50 ...	\$2.00
II.—Monthly fee for pupils above Standard IV ...	\$4.00 ...	\$3.00

B.

For pupils enrolled on or after 1st January, 1934:

	Boys and girls.
I.—Monthly fee for pupils up to and including Standard VI ...	\$3.00
II.—Monthly fee for pupils above Standard VI ...	\$6.00 or \$9.00

A proportion of pupils amounting to not less than 50 per cent. of the approved number of places may be admitted at \$6, such pupils shall be selected in order of merit. The fee for the remainder is \$9.

PRIVATE ENGLISH SCHOOLS.

Fees varying from \$24 to \$60 a year are charged.

GOVERNMENT MALAY SCHOOLS.

The education supplied is entirely free. School buildings, quarters for staff, staff, equipment and books are all provided gratis by Government.

PRIVATE CHINESE SCHOOLS.

Fees ranging from 50 cents to \$2 a month are commonly charged but parents who are poor are exempted from payment.

PRIVATE TAMIL SCHOOLS.

The fees charged vary from \$1 to \$2 a month.

TECHNICAL SCHOOL, KUALA LUMPUR.

Most of the students in this school are apprentices from Government departments.

A few private students are admitted every year and they are required to pay fees. The fees for tuition are \$120 per session for full time courses payable quarterly in advance. The fees for special courses are \$7 per session for one hour per week.